



The Valley Primary School
Class 1 PSE MTP Autumn 1 2023-2024.
I'm Special, You're Special

Unit Overview:

Lessons 1 and 6 focus on important computer skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing. Lessons 2-5 introduce children to presentations and teach the skills needed to create a simple presentation.

While many schools have Microsoft PowerPoint, there are alternatives. Impress is part of Apache OpenOffice and is free, as is Google Slides, part of Google Drive, which is available with a gmail address. Schools with Apple computers can also use Keynote, as well as MacOs versions of PowerPoint or Impress, or Google Slides. There are simpler presentation applications designed for children which may be used, although they may not have all the features, particularly for the later units.

Knowledge / Skills & Concepts:

Children will be able to:

Be sensitive towards others and celebrate what makes each person unique.

Recognise that we can have things in common with others.

Use speaking and listening skills to learn about the lives of their peers.

Know the importance of showing care and kindness towards others.

Demonstrate skills in building friendships and cooperation.

Key Vocabulary:

System unit, monitor, switch, shut down, log on, log off, windows, folder, new folder.

Presentation, Microsoft PowerPoint, OpenOffice Impress, Google Slides, Apple Keynote.

New slide, slide layout, text box, format, font, colour, background, line.

Image, picture, photo, format, insert, copy, folder, network, aspect ratio.

Slide, Slide Sorter View, drag, present.

Search, print, options, date, print options, black and white, colour, selected pages, double sided.

Learning Sequence & Objectives	Activities
<p>Describe their own positive attributes.</p> <p>Share their likes and dislikes.</p> <p>Listen to and respect the ideas of others.</p>	<p>Introduction - whole class</p> <p>Introduce Harold the giraffe, using the picture on the IWB resource (see Resources needed area).</p> <p>Explain that Harold is a very special giraffe. He is a bit younger than the children and he goes to nursery. But he's very excited about starting school when he's five. Harold says that we are special too and he's written a song called 'I'm special, you're special'.</p> <p>Listen to Harold's song (find this in the Resources needed area).</p> <p>Encourage the children to sing along with Harold, especially in the chorus:</p> <p>I'm special. You're special.</p> <p>There's no-one quite like me.</p> <p>I'm special. You're special.</p> <p>Clap if you agree. (Clap, clap).</p> <p>Ask the children to think about what makes each person so special. To focus their thinking get them to think first about how we look.</p> <p>Ask them to feel their face very gently, and really quietly think about what is on it. Model quietly feeling face, encourage children to do the same - nose, hair, cheeks, mouth, eyebrows, ears. Say the name of each part, reflectively, as you do so.</p> <p>Explain that we all have these things. Next, hand out the mirrors, asking the children to study their faces.</p> <p>Remind them of the words in Harold's song: "I'm special, you're special."</p> <p>Model saying "I am special" to your reflection in the mirror and encourage children to do this too. Then encourage them to turn to another child and say "You're special."</p> <p>Adult-guided activities (individual or small groups)</p> <p>There are a variety of activities that can grow from this theme:</p>

Activity 1 - Jigsaw faces

Have photos of the children's faces printed out, laminated and cut into three strips - eyes, nose, mouth. Have whole photos available for children to look at carefully. Support children to build their faces and their friends' faces by putting the correct strips together. Keep the pieces loose, like a jigsaw, so the activity can be repeated with different faces each time. As you do the activity, encourage the children to think about what makes each face different and each face special.

Activity 2 - Fruity faces

Chop up pieces of fruit or vegetables to make different kinds of fruity faces

Activity 3 - Likes and dislikes

Discuss and record children's likes and dislikes.

Then create charts for recording and comparing these.

Activity 4 - My favourite things

At the writing and drawing table have materials for children to draw their favourite things. Label these.

Enhancements for continuous provision

Painting/drawing self-portraits.

Place mirrors at painting easel/table for painting self-portraits.

Children can create collage pictures of their faces using a range of materials.

Talking points

Have available in a quiet area some photographs of the children doing different activities and achieving something. You could ask the children to look through their learning journeys to choose a moment they are proud of. The children can then share the pictures and talk about what they and their friends can do.

Recognise the similarities and differences amongst their peers.

Discuss why differences should be celebrated.

Retell a story.

Begin by asking some key questions, focusing on ways in which we are the same as each other and the ways in which we are different:

What things are the same about us? (e.g. how we look, things we like to do).

What things are different about us? (e.g. how we look, things we like to do).

What's good about not all being the same?

Read the story Harold Shares his Scarf about how Harold cheers up his friends and shares his scarf with them as he walks to school one day. Each friend is feeling sad because someone has been unkind to them. He shares his scarf with them and tells them it's good that we are all different.

After reading the story, ask:

Why were Harold's friends sad when he first saw them? (Each one of them was sad because someone had said something unkind about them).

What did Harold say to help them feel happier?

Circle activity: each child says something that they like doing. Afterwards, discuss how many differences there were.

Adult-guided activities (individual or small groups)

Activity 1 - Harold's journey to school, option A

Children create a story map of Harold's journey to school:

1st he met...

2nd he met...

3rd he met...

Last he met...

Using a story map template children recreate the story in pictures and/or words, according to ability (there are two story map templates in the Resources needed area).

Activity 2 - Harold's journey to school, option B

Ask the children to re-tell the story using images from the story Harold Shares his Scarf (you could cut out the images from the book or make the split pin puppets). This can be an independent enhancement to continuous provision. Some children may like to share their retelling and you could record this as part of an online learning journey.

Following this, the children could draw a picture of one of the friends Harold helps. They can have the option to write or mark-make some words or sentences re-telling the story.

Activity 2 - I like, you like

Ask the children to share (perhaps using a sharing object) something that they like. You could have cards or picture prompts to have a theme and do this several times e.g. food, tv programmes, books, outdoor games. Ask the children to remember what the other children have said. You could continue the discussion by thinking about why the children like different things, why some don't like particular foods etc.

You could also do a similar activity where children describe their appearance, family, home life, culture/religion.

Enhancements for continuous provision

Materials to make play dough faces - using a range of materials to add to the dough to create different faces, how many different faces can you make? Record with cameras.

In the craft area have split pins and scissors alongside copies of the pictures of characters from the Harold Shares his Scarf story. Children make these (the dots show them where to push the pins through) and use for storytelling. These pictures are also in the Resources needed area.

Story re-telling

Use props for small world re-telling of the story. For example, place some small world characters, or the pictures of the story's characters (laminated and stuck onto wooden lolly sticks) and a scarf onto a Tuff tray. Children re-tell the story using these props.

Storytelling development

Stick different characters' faces onto the sides of a large rubber/foam dice (children can make the pictures of the characters).

Children roll the dice to make up different stories, depending on which face of the dice is uppermost when rolled, e.g.

..... (first character rolled) decided to go for a walk

First met and they

Next met and they... etc.

This could be done using different people in the classroom to innovate the story. Place squares of paper in the drawing area so that children can choose who they want in their story.

Share a scarf

There are a variety of ways you can introduce/provide this activity. The main point is that the children use the visual prop of a scarf to show caring and kindness towards a friend. It can be an unspoken token to support another.

You could have scarves as strips of fabric, a collection of scarves from a dressing up set, or paper scarves (possibly where children could write on).

Another idea is to create a scarf display (similar to Harold's scarf) where children are recognised with a piece of scarf (a colour block) when they have shown caring or kindness to another person. You could write on the scarf what the children do so that you have a working display where caring and kindness is celebrated.

Library suggestions

Any books that focus on opposites is a good way of encouraging children to talk about differences.

Ten Little Fingers and Ten Little Toes by Helen Oxenbury

All Kinds of People by Emma Damon

Usborne That's Not My... books show differences amongst the same animal/creature. These are a great resource for a visual example of differences amongst people.

All Are Welcome by Alexandra Penfold and Suzanne Kaufman

The Smartest Giant in Town by Julia Donaldson.

Talking points

Print the pictures of Harold's friends in the storybook (pages 3, 5, 7, 9, or page 11 where they are all on 1 page).

	<p>These could be put:</p> <p>On your snack table for children to discuss</p> <p>In the art/writing area for children to draw</p> <p>In the Small World area, in the form of puppets (if using this option we recommend that you laminate them to make them more sturdy). Children can use them to re-enact the story, helping them to reflect on their differences and the ending of the story.</p>
<p>Talk about their family, customs and traditions.</p> <p>Listen to others talk about their experiences.</p> <p>Compare their own experiences with those of others.</p>	<p><i>Use this introduction to the theme to celebrate difference and also to show the things we have in common.</i></p> <p><i>Start by asking the children a simple question about something that they did before school today, for example:</i></p> <p><i>What did you have for breakfast?</i></p> <p><i>What time did you get up?</i></p> <p><i>Who helped you to get dressed? (If someone did).</i></p> <p><i>Help the children to notice that there were lots of differences.</i></p> <p><i>Move on to some more questions about how families are different to each other:</i></p> <p><i>Does every family have to have a mum and dad?</i></p> <p><i>Does every family have children?</i></p> <p><i>Are we (the class) a family?</i></p> <p><i>What other families can there be?</i></p> <p><i>Read a book about different families (e.g. The Great Big Book of Families, or similar), with questions that focus on what makes people the same as each other and also different from each other - both of these aspects about families are drawn out in this book.</i></p> <p><i>Discuss with the children the positive aspects of all the families.</i></p> <p><i>Adult-guided activities (individual or small groups)</i></p>

Activity 1 - My family, your family

Using the pictures from a book about differences (as used previously, or a different book), explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends. This could focus on the number of people that live in their house (including any siblings), any pets that they have etc.

Encourage the children to think about how to present this information to the whole class.

Activity 2 - talking about families

Prior to this week's plans, if appropriate - depending on your setting - ask the children (along with communication with the parents) to bring in a picture or photograph of their family.

In small groups ask the children to share their picture and talk about those in their family.

Can they spot any similarities and differences?

What is special about your family?

Enhancements for continuous provision

Small World area

Provide loose parts and resources such as people, animals, building blocks and images of different homes and communities. Set it up as an 'invitation to play' so that children are independent in creating groups of people, families and communities.

Create opportunities for children to make a family meal. This could be with play food, play dough, drawing/painting or collage. Alternatively, the children could write a menu for their families' favourite foods. When children are interacting, prompt them to talk about their family meals and the similarities and differences between them.

Home corner

Diversity dress up - provide role-play clothes to explore different cultural backgrounds; a range of foods to represent home cultures.

Music

Provide musical instruments and CDs to represent different cultures/places in the world.

Talking points

In your book corner, or at the snack table (or any other part of your classroom) you could provide some books about different religions, festivals and customs.

Recognise the similarities and differences between their home and those of others.

Talk about what makes their home feel special and safe.

Be sensitive towards others.

Use this introduction to the theme to celebrate difference and also to show the things we have in common.

Start by asking the children to name all the different kinds of homes that people live in.

Read a book about different kinds of homes, such as the Dr Seuss story 'Come over to My House' (Youtube has lots of recordings of this book if you don't have it), or choose a similar book from your collection.

Focus for questions, both during and after the story:

What different kinds of houses are there?

Which is your favourite?

What do you like about them?

What things make them different?

What things make them the same?

Explain that they are going to be thinking about our homes; how they are the same in some ways and different in other ways.

Finish this introduction about our homes with a circle, such as 'The house of my dreams!' or 'Who lives in my house?'

Adult-guided activities (individual or small groups)

Activity 1 - My home

Children create a 'my home' picture using a lolly stick frame with drawings of family inside and tell an adult the different things they've put in their house.

Give children the opportunity to extend by writing labels.

Activity - Home collage

Provide the children with different magazines to cut out pictures to make a room or house. Encourage the children to talk about their choices.

Activity - My Home poem

Ask the children to think about how they feel when they are home. What does it smell like, is there anywhere especially comfy? What do they like to do when they are at home?

The children could then write a poem with the following structure:

My home is...

My home feels...

My home smells...

My home has...

Enhancements for continuous provision

Junk model housing

In advance of planning this, you may need to send out a request for cardboard boxes, tubes etc. Invite children to make a model of their own home or an imaginary one. Prompt discussions about the choices they have made.

If you have a dolls' house, the children could also make furniture to go inside the house.

Make My ideal House collages from pictures cut from catalogues or magazines.

NB: this will be a stimulus for many discussions.

Construction area

Using a dolls' house and/or building bricks or house models, create a space for children to create different types of homes. You could also provide photographs of different homes for children to base their models on.

Story book

'You Choose!' by Pippa Goodhart. This is a great book to inspire and inform children about different kinds of homes.

Talking points

Using an online image search, provide images of different houses from around the world. You could display these in any area of your classroom or make a simple display at child's level. You could also put some questions to prompt a conversation.

Suggest ways in which we can be kind towards others.

Demonstrate skills in cooperation with others.

Read the story Harold Shares his Scarf again to the class (find this in the Resources needed area).

The focus this time for questions is about kindness (rather than celebrating difference).

What kind things did Harold say?

How do you think the kind words helped?

What kind actions did Harold also do, as well as saying kind things? (He shared his scarf - emphasise that kindness is often more about what we do, rather than what we say.)

Finish with a circle. Introduce this in your usual way (children have the right to pass etc.), use a soft toy to pass around the circle, asking each child to say a kind thing to the toy, such as 'I like spending time with you', 'You are lovely and cuddly', 'Would you like to play with us?'

Make a collection of kind words with the children. These can be recorded in the Wearing my Scarf template (see Resources needed area, it's entitled personal reflection poster). These can be used for activities throughout the week.

Alternative or additional whole-class introduction

I feel left out

Using a class toy/mascot/character, explain to the children that this toy has been left out by the other toys and they have been saying unkind things to him/her. You could even have a letter written from the toy.

Ask the children to think of how they could make the toy feel better and how they could help the other toys to be kinder.

In a circle, the children can pass the toy around and tell it something kind. Alternatively they could suggest something to help the other toys be kinder.

Adult-guided activities (individual or small-groups)

Activity 1 - I can help

Following on from the whole class introduction of 'I feel left out', work with children in small groups to recap on their ideas of how to help and perhaps record them. Based on the alternative/additional introduction, but you don't have to have completed this to be able to do this activity, you could just give a brief explanation of what has happened to the toy/character.

These can be recorded by:

Children writing or adults scribing their thoughts

Drawing pictures

Recording on sound recording devices

Making a film

Roleplay with the toys/puppets

Activity 2 - Puppet play

With a small group, start by looking at the Friendship scenario pictures (in the Resources needed area). Ask the children what they think is happening. How do the children in the pictures feel?

Next, using puppets, toys, characters or stick puppets use these scenarios - or create your own for the following activity.

The adult will begin by using their puppet to introduce themselves and explain its problem.

The children can then have their own puppets to interact with the adult's puppet. Try to limit the number of children to 4-5 children so that it's easier for each child to be heard and to interact.

This can also be used as a modelling activity so that children can learn how to use puppet play independently. This will give you a golden opportunity to observe the children put their learning into action.

Be aware that during puppet play, children may use the opportunity to disclose information. Ensure you are prepared for this and are aware of your school's safeguarding procedures.

Enhancements for continuous provision

Include equipment within your classroom that will encourage children to play games in pairs, continuing the skills developed in the adult-led activities and also making up their own.

Kindness cards

In the writing or creative area, provide cards (either folded, with/without pictures or recycled cards with the back cut off) so that the children can write a message of kindness to give to someone at school or home.

Fuzzy feelings jar

You will need:

Clear jar

Pom poms (or something similar)

Begin by introducing this concept to the whole class or group. Explain that the pom poms are called fuzzy feelings. This is how we sometimes feel inside when someone is kind to us.

Tell the children that when they spot someone being kind that they should share it so that they can put a fuzzy feeling in the jar. You can also nominate children for fuzzy feelings.

When the jar is full the class can have a celebration - this is up to you as to how you recognise this achievement. Try to avoid prizes or gifts as this will send the message that being kind gives you a material reward.

*Library/book corner
Kind by Alison Green*

Kindness Grows by Britta Teckentrup

Be Kind by Pat Zietlow Miller

The Hug by Eoin McLaughlin

Talking points

Using the Friendship scenario pictures (see Resources needed area), encourage the children to discuss what someone might do in this situation to help and care for the child who is left out or upset.

Show friendly behaviour towards a peer.

Build relationships with others.

At the start of the week, it might be useful to give each child a 'Being a good friend' badge: I'm playing with someone new (there are ready-made badges to print in the Resources needed area of this plan).

You can use these badges in a variety of ways;

Choose a selection of children (or volunteers) to have a badge (either for the day or for a set time) to encourage them to play with someone new.

Have a basket/pot available for children to take a badge and give themselves the challenge of making different friendships.

Provide a time in the week for children to play with a new friend. This could be done by pairing up the children yourself in a different way for a specific activity each day, for example during outdoor play. Explain that they have been given a special job: to play with that person.

Make it clear what you are looking for and involve other adults too, such as mid-day supervisors and other school staff.

At appropriate times during the day/week, check progress with the children, asking:

Did you enjoy playing with someone new?

What helped you to get on with your new friend?

What did you do to make it fun?

From the staff observations, choose a Friend of the day award each day for a week or more, depending on how well it's working.

During child-initiated play

Help develop friendships by asking children when lining up to go somewhere to find a friend and stand next to them. They could also hold hands, if both of them are ok doing this (ask children to seek permission before doing this).

Encourage and give directed praise to children for acts of kindness and for being friendly e.g. "You're helping your friend to put their coat on. That's very friendly."

Plan time to observe how friendships are developing and give support to those who need it, especially if you're doing this activity earlier in the school year.

Adult-guided activities (individual or small groups)

Activity - Cooperation clapping

Working with a small group, explain to the children that this is a listening game. They will make different movements depending on how many claps they hear.

Ask the children to work together to decide what movement everyone should make when they hear either one clap, two or three claps.

Once three different movements have been decided, explain to the children that they need to listen carefully to play this game and that you are looking for children who are really helping the leader of the game to make it work.

Ask for a volunteer to be the person that claps either one, two or three claps. Begin playing, with everyone, including adults, doing the appropriate action. Repeat the action until another type of clap is introduced. The game can be repeated with different children leading it. At the end thank everyone who helped the game to work, stressing the important skills being used here – listening skills and the skills of cooperation and working together.

Poem - 'My Friend'

Using a writing template or colourful paper to record ideas, model and encourage children to think of a friend they would like to write a poem for and using the scaffold of My friend...

Here's an example:

My friend is kind.

My friend is special.

My friend plays with me.

They can copy My friend or have it already written as a scaffold. Encourage children to make marks, ascribe meaning or use letters and sounds to write.

These can then be given to their friend. NB: be mindful that some children may not receive a poem, so try to keep a note of the poems' authors and recipients to decide how you will approach this. You could ask the children not to say who their poem is about and make it a display.

Enhancements for continuous provision

Include equipment within your classroom that will encourage children to play games in pairs, continuing the skills developed in the adult-guided activities and also making up their own.

Teamwork

Include elements of continuous provision that require children to cooperate, either in pairs or small groups.

Outdoor focus: cooperation activities such as passing a hoop around the circle - each child has to step inside the hoop and then lift it over their head before passing to the next child.

Indoors or outdoors: using rope or chalk outside or masking tape inside on the carpet, create a long wiggly line or large web pattern. In small groups, children hold hands in a line and walk along the line and try to reach the end whilst still holding hands.

Find a friend

You will need:

1. A 'Find a Friend' display board. This is a child-height display with pictures of different activities in your provision. These pictures can be illustrations or photographs, whichever you think will be suitable for your children to use. Examples include:

Ball games

Playground games outside

Music and singing

Reading a book

Construction

Making something

The mud kitchen

Sand or water play

2. Individual pictures of the children (preferably laminated) with velcro (or an alternative adhesive) on the back, stored in a pot/basket or pouch near the display.

With the whole class, or in small groups, explain how to use the Find a Friend board as follows:

Children put their pictures on an activity they would like to do that day.

If/when a child finds they don't have a friend to play with or they're not sure what to do they can go to the 'find a friend' board, choose an activity and ask one of the children if they would like to play. You could allocate a particular time of day that the children make their selections, or have it as a spontaneous resource (however the latter may need more modelling and teaching).

This will not only encourage children to play with different children and include others, but will also keep them busy and focused throughout the day.

Friendship stops

These are a common feature of playgrounds but they can also be used in EYFS provision where children have more autonomy and a free-flow provision. You can be creative with how you present this within your setting.

Have a seating area with books, so that the children can sit and read when waiting for a friend to join them.

If you have a 'Find a Friend' display board, this could be the place where children wait for someone to welcome them to play.

Alternatively, you could nominate a child(or children) who helps others to find someone to find a friend to play with.

Talking points

If you use a 'Find a Friend' board, this will naturally become a talking point as the children may discuss what they will choose.

Using an image search, find different images of children and adults in friendship groups and interacting with one another. Suggest that the children talk about what they are doing and if they are being friendly. You could even have some pictures of people not being friendly, asking:

How can you tell this?

What could help to make it better?

Have books in different areas that feature friends.