ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Who is special to us? TERM: Autumn1 YEAR GROUP: Oak

THE BIG QUESTION	
Who is special to us?	
END OF UNIT OUTCOME	Create posters of things, family and special people you love.
OBJECTIVES	Pupils learn... - about the different groups they belong to - about the roles different people (e.g. acquaintances, friends and relatives) play in our lives - to identify the people who love and care for them and what they do to help them feel cared for - about different types of families including those that may be different to their own - to identify common features of family life that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
CONCEPT: Transformation	
LESSON 1 QUESTION	**What makes a family?**
KEY KNOWLEDGE	• That family is one of the groups they belong to, as well as, for example, school, friends, clubs • Identify who might be in a family. • Explain how families care and show love for one another
RICH TASK	Brainstorm together key questions: what is a family / who is in a family? Introduce Esma's family and ask pupils, who else can be in a family? Take feedback, where necessary explaining family connections e.g. someone's uncle is the brother of their parent. You could also explore the different names families might use for grandparents (e.g. Gran/Nanny/Grandma, Grandad/Grandpa). As a class, come up with a sentence that describes what a family is. *A family is…..* Read about Esma and her Grandad. What do they do together? How does it make Esma feel? How do families show they care for one another? Play a game of freeze frames – children to act out different things they do to show that they care for one another. Think about family members who live further away – how could we show we care? Children to draw and annotate a picture of their 'special people'/their family for floor book: Paint their family Drawing on IWB Picture frames Annotate pictures with words to describe family / what makes them special Read *Families Families Families* by Suzanne Lang

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SUPPORT AND CHALLENGE	S - talk about family / what makes them special and scribed by adult C- write simple sentences / captions		
KEY VOCABULARY	Family Belonging Special Love Care	**RESOURCES**	Ppt (PSHE association resources) *Families Families Families* by Suzanne Lang
LESSON 2 QUESTION	**How are families the same / different?**		
KEY KNOWLEDGE	- How families are all different but share common features – what is the same and different about them - About different features of family life, including what families do / enjoy together - That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried		
RICH TASK	Look back at previous lesson about what makes a family / who could be in our family/ Look at some of the family portraits made by the children – what is the same / different about our families in Oak Class? Discuss as a class what we enjoy doing with our families. Read story *A Handful of Buttons* and discuss how the buttons represented different families and showed that no two families are exactly the same, but all are valuable and loved. Make a class record of different family members within the class – use "buttons" to record different members in a class bar graph. Agree as a class family members to record (brothers / sisters / mum / dad / grandparents / pets) Give children a blank button template to draw something that they enjoy doing with their family. Discuss who children could talk to if something about their family makes them unhappy or worried.		
SUPPORT AND CHALLENGE	S - describe what they enjoy doing with their family to an adult C- write simple sentences / captions		
KEY VOCABULARY	Family Belonging Special Love Care Same Different	**RESOURCES**	A Handful of Buttons by Carmen Parets Luque Buttons Graphy template Button template
LESSON 3 QUESTION	**Are there different kinds of love? How do my family make me feel loved and cared for?**		

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KEY KNOWLEDGE	What their family members, or people that are special to them, do to make them feel loved and cared for		
RICH TASK	Watch Love - CBeebies - BBC Describe the different things that Hugo loves. E.g., Hugo loves his teddy, playing, his family, his friends, his pets, food, stories, etc. Ask - *are these all the same kind of love? Do you love your teddy the same way you love your family?* Show children pictures (toys, ice cream, pets, family, friends, grandma, books, football, etc.) and as a class sort into - Things we love vs. People who we love / who love us. Discuss which feels most important? Why? Each child makes a Love/Kindness Card: - One side: draw/write something they *love* (a thing or activity). - Other side: draw/write a way they can *show love* to a person (hugging mum, helping a friend, saying thank you, sharing toys, listening). Circle time: Ask *"How do you know someone loves you?"* and *"How can we show love in school?"* Reinforce that love is not only about liking things, but about care, kindness, and respect for people.		
SUPPORT AND CHALLENGE	S - sentence starters on cards: *"I love…" / "I can show love by…".* C - encourage full sentences: *"I love playing football because it makes me happy. I can show love to my friend by letting them join in."*		
KEY VOCABULARY	Love Care Kindness Respect Friendship Family Feelings Sharing Helping Special Important	**RESOURCES**	Love - CBeebies - BBC Love / kindness cards
LESSON 4 QUESTION	**Who is special to us?**		
KEY KNOWLEDGE	- About the different people in their family / those that love and care for them - What their family members, or people that are special to them, do to make them feel loved and cared for		
END OF UNIT OUTCOME	Review learning from previous lessons: • Love for things (toys, food, pets, hobbies). • Love for people (family, friends, carers). • Ways to show love (kindness, helping, sharing, respect). On the board, model creating a simple poster of your own: • Draw yourself in the centre.		

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<tr><td></td><td colspan="3">

- Around it, add:
- Things you love (e.g., books, football).
- People you love (e.g., family, friends).
- Activities you love (e.g., drawing, singing).

Give each child a sheet of A3 paper with a heart in the middle
Children create their own posters showing:

- **Special people** they love.
- **Things** they love.
- **Activities** they love doing.

They can draw, write, or use picture cut-outs/stickers.

Children present their posters in small groups.

- Display all posters together in a **"Gallery of Love"** on the classroom wall.
- Circle time: *"What do we notice about the things we love? Are they all the same? What's the most special part?"*
- How can we show love at school and home this week?
</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S - Provide sentence starters ("I love…", "I show love by…") and pre-printed picture cards.
C - Ask children to add labels or sentences explaining why they love each person/thing (e.g., "I love my dog because he makes me happy").</td></tr>
<tr><td>KEY VOCABULARY</td><td>Love
Care
Kindness
Respect
Friendship
Family
Feelings
Sharing
Helping
Special
Important</td><td>RESOURCES</td><td>A3 paper template with heart in the middle
Pictures of activities children love
Pictures of ways of showing love</td></tr>
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