

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : PSHE

YEAR : A

TERM : Spring 1

YEAR GROUPS : 3/4

Key Question: How can I think positively?

Previous Knowledge – We would expect children to already be able to:
 discuss what makes them feel happy and sad.
 list things they can do to help change their mood if they are feeling sad.
 define emotions in simple ways.
 list who they can talk to if they are feeling sad.

END OF UNIT OBJECTIVES

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| Some children will not yet have met what is expected and will show that they are emerging because they can: | Most children will show that they have reached the expected level because they can: | Some children will have gone beyond the expected level and will show that they are exceeding because they can: |
| <ul style="list-style-type: none"> • talk about their thoughts, feelings and behaviours • identify unhelpful and helpful thoughts • suggest outcomes linked to certain thoughts, feelings and actions • discuss ways in which positive thinking can be beneficial • identify and discuss uncomfortable emotions • identify common choices we have to make in life • use basic mindfulness techniques, when guided • describe what makes a good learner | <ul style="list-style-type: none"> • talk about their thoughts, feelings and behaviours • identify unhelpful and helpful thoughts • suggest outcomes linked to certain thoughts, feelings and actions • discuss ways in which positive thinking can be beneficial • identify and discuss uncomfortable emotions • identify common choices we have to make in life • use basic mindfulness techniques, when guided • describe what makes a good learner • describe how their thoughts, feelings and behaviours influence each other • explain the range and intensity of their feelings to others • name some strategies to deal with unhelpful thoughts • know how to make an informed choice • appreciate how making good choices can make us happy • understand how mindfulness techniques can be used in their everyday lives • describe the difference between a growth mindset and a fixed mindset • identify strategies for facing a challenge. | <ul style="list-style-type: none"> • talk about their thoughts, feelings and behaviours • identify unhelpful and helpful thoughts • suggest outcomes linked to certain thoughts, feelings and actions • discuss ways in which positive thinking can be beneficial • identify and discuss uncomfortable emotions • identify common choices we have to make in life • use basic mindfulness techniques, when guided • describe what makes a good learner • describe how their thoughts, feelings and behaviours influence each other • explain the range and intensity of their feelings to others • name some strategies to deal with unhelpful thoughts • know how to make an informed choice • appreciate how making good choices can make us happy • understand how mindfulness techniques can be used in their everyday lives • describe the difference between a growth mindset and a fixed mindset • identify strategies for facing a challenge. |

ASSESSMENT OPPORTUNITIES

Questioning in lessons.
 Work produced in books.

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| ENRICHMENT OPPORTUNITIES | SUBJECT SPECIFIC VOCABULARY | CROSS-CURRICULAR LINKS |
| Helping children to remember more | thoughts, feelings, behaviour, cognitive, influence, impact, affect, link, reaction, positive, negative, comfortable, uncomfortable, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance, helpful, unhelpful, coping, techniques, emotions, decisions, choices, actions, safe, moral, pros, cons, consequences, mindset, attitude, learning, mistake, opportunities, challenge, difficulties, goals, success, failure, achievements, progress strategies | Links that we can make to help children make sense of what we want them to know and be able to do. |