



Topic:	Year group	Term
Family and relationships	1	Autumn 1 & 2 (Kapow)

Background knowledge

Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair

See Kapow teacher videos.

When discussing families, to include everyone talk about 'your adults'.

Distancing techniques through stories, scenarios and puppets help children feel safe especially if this topic is sensitive for them.

What should I already know?

The progression of learning in EYFS is a combination of; Development Matters, key skills specific to our children's needs and our own school's vision for our children.

I can talk about myself and my family.

I can share news at whole class time and use vocabulary of the past.

I can identify and talk about similarities and differences between different families.

I can compare different celebrations.

I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.

I can think about the perspectives of others.

Statutory objectives / Key Skills	The Journey
Objectives <ol style="list-style-type: none"> <u>To understand that families look after us</u> <u>To begin to understand the importance and characteristics of positive friendships.</u> <u>To recognise how others show feelings and how to respond</u> <u>To begin to understand how friendships can make us feel.</u> 	Unit quiz / Knowledge catcher <ol style="list-style-type: none"> What is family? What are friendships? Recognising other people's emotions Working with others Friendship problems Healthy friendships Gender stereotypes

<p>5. <u>To begin to understand that friendships can have problems but we can overcome them.</u></p> <p>6. <u>To begin to understand that being friendly to others makes them feel welcome and included.</u></p> <p>7. <u>To begin to understand what is meant by a stereotype</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Exploring how families are different to each other. • Exploring how friendship problems can be overcome. • Exploring friendly behaviours. • Recognising how other people show their feelings. • Identifying ways we can care for others when they are sad. • Exploring the ability to successfully work with different people. 	<p>Revisit and reflect on Knowledge catcher</p>
<p><u>Differentiation - see Kapow lesson plan.</u></p>	
<p>Outcomes</p>	
<p><u>Secure understanding:</u></p> <ol style="list-style-type: none"> 1. Understands that families can include a range of people. 2. Understands what people like to do with friends and who their own friends are. 3. Can describe what people might look like if they are feeling: angry, scared, upset, worried. Can identify ways of responding to this by either offering help or giving them space. 4. Understands the skills needed to work together in a group. 5. Understands that friendships have problems and ways that these problems can be overcome. 6. Understands how the actions of others can affect people. 7. Is able to explain what a stereotype is. <p><u>Greater depth:</u></p> <ol style="list-style-type: none"> 1. Understands how different members of a family are related to each other. 2. Understands what makes a good friend. 3. Understands that all feelings are normal and has the ability to articulate this. 	

4. Can identify exactly what emotion someone might be feeling and recognises what approach may work best to help them.
 5. Understands the benefits of working with different people.
 6. Understands that friendships have problems and that there are a range of solutions to help solve these problems, including asking an adult for help.
 7. Understands why people behave the way they do and how this might impact on others.
- Is able to explain why stereotypes are often incorrect and giving examples.

Key Vocabulary

behaviour
care
emotions
family
feelings
friend
friendly
problem

stereotype

Cross-curriculum links

Art and design -to use drawing, painting and sculpture to develop and share ideas, experiences and imagination'

English -listen and respond appropriately to adults and their peers

maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
participate in discussions, presentations, performances, role play, improvisations and debates'

Design and technology -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]'

Mathematics - interpret and construct simple pictograms, tally charts, block diagrams and simple tables'

Assessment questions / outcomes

Who is in my family?

What makes a good friend?

How can we share our ideas respectfully?

What do we have in common?

What is friendly behaviour and what isn't?

Why is it wrong to judge someone based on what they look like?

British Values



Mutual respect.