





MINDMATE PROGRESSION IN SKILLS Y3 REQUIREMENTS



MindMate Lessons teaching resource is a Spiral SEMH curriculum from KS1 to KS4 to fit into the Personal, Social, Health and Economic (PSHE) curriculum		
AUTUMN 1	SPRING 1	SUMMER 1
<p><u>FEELING GOOD & BEING ME:</u> <u>Goals and aspirations:</u> I'm good at... and I am going to try and be better at... by setting myself a simple target</p> <p>Learning outcomes: knowledge Pupils should have the opportunity to:</p> <ul style="list-style-type: none"> Identify areas for improvement and set high aspirations and goals Reflect on and celebrate their achievements and identify their strength. <p>Learning outcomes: skills</p> <ul style="list-style-type: none"> Children can talk about something they find difficult Children can reframe this into a positive statement Children can offer to help someone reframe difficulties 	<p><u>LIFE CHANGES:</u> <u>Life in KS2, new faces, new routines:</u> I am learning to handle change</p> <p>Learning outcomes: knowledge</p> <ul style="list-style-type: none"> I understand the importance of being co-operative with others I understand that change happens & can be challenging I understand that adapting to change is key to developing emotional wellbeing <p>Learning outcomes: skills</p> <ul style="list-style-type: none"> I can work with others to overcome a new challenge. I can then talk about the sequence of individual events involved in this. 	<p><u>BEING THE SAME AND BEING DIFFERENT:</u> <u>Differing opinions:</u> I accept that my friends and I might have different opinions</p> <p>Learning outcomes: knowledge</p> <ul style="list-style-type: none"> I can learn how to play and work co-operatively with others. I understand that people often need to play or work together to reach a shared outcome. I can share my ideas and opinions. <p>Learning outcomes: skills</p> <ul style="list-style-type: none"> I can use problem solving phrases such as 'What will happen next?' I can listen to someone else's point of view when planning strategies.
AUTUMN 2	SPRING 2 (includes HEALTHY WEEK)	SUMMER 2
<p><u>FRIENDS AND FAMILY:</u> <u>Unkind behaviours:</u> I understand that when I am unkind it impacts on others</p> <p>Learning outcomes: knowledge</p> <ul style="list-style-type: none"> I can recognise what is fair and unfair, kind and unkind, what is right and wrong. I recognise when people are being unkind to me or others. I know how to respond, who to tell and what to say. 	<p><u>STRONG EMOTIONS:</u> <u>Introducing strong emotions, including anger:</u> I know it's ok to feel strong emotions sometimes</p> <p>Learning outcomes: knowledge</p> <ul style="list-style-type: none"> I recognise that that I may experience strong emotions such as anger I can learn there are ways to cope with these strong emotions <p>Learning outcomes: skills</p>	<p><u>SOLVING PROBLEMS (AND MAKING IT BETTER):</u> <u>Dealing with difficult situations:</u> I can work with different people in my class</p> <p>Learning outcomes: knowledge</p> <ul style="list-style-type: none"> Children understand that people often need to play / work together to reach a shared outcome even when they disagree Children begin to understand empathy and why people can be different (in behaviour and image)

Learning outcomes: skills

 I can think of a time that I have been unkind and maybe apologised?

 I can think of a time when someone has been unkind to me and how it has made me feel?




I can choose a calming down strategy that will work for me



I can explain the steps my strategy involves

Learning outcomes: skills

 Children can say how they feel in difficult situations.



Children can listen to others doing the same.