



## Programme 4 - Personal, Social & Emotional Development

### Introduction

In today's programme we focus on learning to co-operate, share and take turns. Our story hinges on a task that can only be completed with all the characters working together; a theme picked up in this week's song. We go out and about to film a group of pre-school children playing a game which needs the whole group to work together to make the game fun for everyone.

### Learning Opportunities

#### The Arts

- singing together;
- playing percussion instruments to the beat of the music;
- beginning to be aware of the mood of music.

#### Language Development

- talking about thoughts and feelings;
- responding to questions;
- taking turns in conversations and not interrupting;
- expressing ideas;
- listening to songs and stories.

#### Personal, Social and Emotional Development

- understanding the importance of working together;
- showing respect and helping each other;
- taking turns;
- persevering when things are difficult;
- exploring feelings using puppets;
- looking at facial expressions which show emotions;
- talking about what makes people sad/happy/angry/afraid.

#### Physical Development

- developing hand-eye co-ordination using percussion instruments.

#### The World Around Us

- learning about farm animals and the sounds they make;
- caring for animals;
- talking about the work of the farmer.

**Programme 4 - Personal, Social & Emotional Development****Suggested Activities**

- Use puppets, masks or pictures to talk about feelings. Ask questions such as, Why is he crying? What made him angry? How could we make him feel better? What makes you feel happy/sad/angry afraid? (The children may wish to use a puppet when describing their feelings.)
- During story time, draw a face with no mouth on a white board/large sheet of paper and ask the children to draw the mouth on the face to show how the character in the story is feeling .
- Look through magazines and newspapers to find pictures of people laughing, crying, shouting etc.. Let the children cut them out and make into a 'feelings' collage . (This should provide opportunities for discussion.)
- Place a mirror in the classroom and encourage the children to look carefully at their faces. Ask them to make happy/sad/angry/scared faces.
- Encourage the children to play dice games with 4 or more players so that they get used to taking turns and respecting others.
- Play Kim's game with a selection of farm animals. Let the children study a display of animals and then ask them to close their eyes whilst one or two are removed. When they open their eyes ask them which animal or animals are missing?
- Talk to the children about what farmers feed their animals. Then make a chart showing the favourite foods e.g. a red apple, a bowl of corn, green grass, fresh hay, a turnip. Put small farm animals under the chart. The children will enjoy matching the food to the animal.
- Provide scraps of fur fabric, feathers, suede and leather off-cuts and encourage the children to make a collage of animals, exploring the textures as they work.
- Put a selection of musical instruments on display for the children to explore. Once the children are used to the different sounds, try 'playing' them behind your back so that the children have to identify them.
- Take your musical instruments outside and encourage the children to find something that sounds the same as footsteps, rain or the wind whispering through the trees.....also marching bands do not sound so loud in the big outdoors!