

Reception

Family and Friendship

Scheme of Work

Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	Learning Intention To recognise the importance of friendship Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 Caring Friendships	Elephant glove puppet or toy Pictures of children at school
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	Learning Intention To recognise the importance of saying sorry and forgiveness Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 Being Kind	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	Learning Intention To recognise that all families are different Learning Outcomes Identify different members of the family Understand how members of a family can help each other	Lesson 3 Families	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr Families pictures Paper and drawing materials

Reception

Caring Friendships

Lesson 1

Learning Intention

To recognise the importance of friendships

Learning Outcomes

Know that friendships can make us feel happy

Know some ways that we can make new friends feel welcome

Resources

Elephant glove puppet or toy https://www.amazon.co.uk/s?k=elephant+glove+puppet&ref=nb_sb_noss
[Pictures of children at school](#)

Activities

1. Group Agreement

Introduce some 'circle time' rules to the class i.e. look at and listen to the person who is speaking, put your hand up to talk and to sit with your legs crossed. Introduce Ezza the elephant and explain you are going to pass Ezza around the circle to meet everyone. Practice 'circle talk' passing the elephant around the circle quietly and gently. If the person holding the Elephant wants to they can say 'Hello Ezza my name is...'

2. Feeling Faces

Ask the class to practice putting different feelings on their faces. Each child makes a mask by covering their face with their hands. Ask them to think of something that makes them feel happy, giving examples, e.g. a beautiful sunny day. On the count of three the group uncover their 'happy' faces. Gently shake off those faces and repeat with the feelings 'sad' and 'shy'. This helps to build a shared emotional vocabulary which can be used throughout the sessions.

3. Storytime – Ezza The Elephant's First Day At School

Use the puppet to tell the simple story of Ezza's first day at school. An example text is below.

- Today is Ezza the elephant's first day of school. Ezza wakes up and thinks "I have a funny feeling in my tummy."
- Ezza and mum walk to school together.
- At the gate Ezza's mum says be a good elephant, kisses Ezza and walks off towards home. Ezza watches mum go and feels lonely.
- Ezza looks at all the animals running around having fun. Feeling shy Ezza stands still and looks down at the floor.

(Ask the class to show their shy faces again).

- 'Hello' says a hippo 'My name is Heckle. Would you like to come and play in the paddling pool?' Ezza loves water and thinks this is a fantastic idea.
- Walking beside Heckle the hippo Ezza thinks 'There is no funny feeling in my tummy now'.
- Ezza smiles at Heckle and feels happy to have a new friend

Ask questions to check understanding: How did Ezza feel when mum left to go home? How did Heckle the Hippo make Ezza feel happy?

4. Feeling left out

Move the class to tables and give each table a couple of [Pictures of children at school](#). Ask the class to try to find the children in the pictures who look shy or lonely.

Lesson 1- continued

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5. Recap and Review

Back in a circle on the floor ask how we could welcome new people to the classroom for example:

- Smile at them
- Say hello
- Ask if they want to join a game
- Tell them our name and ask what their name is
- Ask if there is a game they like to play

Suggested Reading

Strictly No Elephants, Lisa Mantchev

Stick and Stone, Beth Ferry

The Big Umbrella, Amy June Bates

Reception

Being Kind

Lesson 2

Learning Intention

To recognise the importance of saying sorry and forgiveness

Learning Outcomes

Know that arguing with friends and then making up can make friendships stronger
That resorting to violence is never right

Resources

Elephant glove puppet or toy
Picture of a crown and art materials to make crowns, i.e. paper or play-doh

Activities

1. Group Agreement

In a circle remind the class what rules are needed for behaviour in a circle i.e. look at and listen to the person who is speaking, put your hand up to talk and to sit with your legs crossed. Introduce Ezza the elephant and explain you are going to pass Ezza around the class to meet everyone again. Tell the group we are going to all be quiet and see how nicely we can pass Ezza around the circle taking turns to hold Ezza and say hello if we would like to.

2. Feeling Faces

Ask the class to practice putting different feelings on their faces. Each child makes a mask by covering their faces with their hands. Start this session with the feeling 'angry', on the count of three the group uncover their 'angry' faces. Gently shake off those faces and repeat with the feelings 'sad' and 'happy'.

3. Storytime – Ezza and Heckle have an argument

Use the Elephant puppet to tell a simple story about friends having an argument and then making up. An example text is below.

- Ezza the elephant and Heckle the hippo are both playing dressing up. 'Out of the box they pull a crown.
- 'I want to wear the crown' says Heckle. 'I want to wear the crown' says Ezza.
- They both grab one side of the crown and pull and pull. Now an elephant and hippo are both very strong, so it wasn't long before they heard a big crack and both animals tumbled backwards.
- Ezza and Heckle both hurt themselves and started to cry.
- 'Oh Heckle, are you ok?' Says Ezza. 'I'm sorry, says Heckle. I didn't mean to hurt you'.
- 'I'm sorry too' says Ezza and gives Heckle a big hug.

Ask questions to check understanding: Why did Ezza and Heckle feel angry? What happened when they were fighting? How did they make friends again?

4. Making A Crown

Discuss with the class what Ezza and Heckle could have done instead of fighting over the crown. Move to tables and suggest we all make a crown (you could use playdoh or cardboard) so that Ezza and Heckle can both have a crown.

5. Saying Sorry

Back in a circle on the floor ask the class what Ezza said to Heckle after their argument and how did it make Heckle feel. Explain that we are going to pass Ezza around the class and imagine we are Heckle the Hippo and we are going to say sorry to Ezza so we can both feel better

Reception

Families

Lesson 3

Learning Intention

To recognise that all families are different

Learning Outcomes

Identify different members of the family

Understand how members of a family can help each other

Resources

Elephant glove puppet or toy

The Family Book, Todd Parr

[Families pictures](#)

Paper and drawing materials

Activities

1. Group Agreement

In a circle, ask the group how we need to behave when we work in a circle, i.e. look at and listen to the person who is speaking, put your hand up to talk and to sit with your legs crossed.

2. Feeling Faces

Repeat the feeling faces game from previous sessions, this time using the feelings scared, excited and relaxed.

3. Storytime - Sports Day

Use the elephant puppet to tell a simple story about family difference. An example text is below. (Alternatively read the *Family Book* by Todd Parr as described in the additional activities section).

- Ezza woke up and thought 'Oh no. I've got that funny feeling in my tummy again' Today was Ezza's first sports day at school.
- Ezza didn't want the whole family to come and watch. They always made such a noise trumpeting and stomping their feet. Little Eni would be crying and Ettie and Erme were bound to have a fight. 'I bet all the other animals have nice quiet families'.
- The family were very excited to be going to Ezzas new school but Ezza's trunk was down all the way.
- When they arrived Ezza looked around the playground and smiled. All the families looked so different. Some were big and noisy, some were small, some had different animals looking after them and some had only one animal with them.
- Ezza felt happy and gave Grandma and Grandpa a big hug. Then ran off to find Heckle and practice the three-legged race.

After the story ask questions to explore the feelings in the story: How did Ezza feel about all the family coming to the school? How was the family feeling about coming to watch Ezza? Were all of the families the same? How were they different?

4. All Families Are Different

In groups, ask the class to think of as many different family members as possible. Give each group a [Families picture](#) to help them. Collect suggestions from the whole class and record on the board.

5. Family Drawings

At tables, give each child a piece of paper and a pencil and ask them to draw a picture of a family; it can be their own family or one of the families shown on the whiteboard. Circulate and support individuals as necessary and ask them to think about how the family members they have drawn might help each other at home.

Lesson 3 - continued

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Bring the children back to the carpet and ask them to present their pictures. Ask the children to suggest ideas for how we help each other in our family: washing, dressing, cleaning, eating/preparing meals, playing/reading. What does your family help you with? What do you do to help your family?

6. Review and Close

Summarise the lesson: families can be different in lots of ways: everyone in a family can do things to help each other. Helping each other makes us feel good.

Additional Activities

The Family Book, Todd Parr

Introduce *The Family Book* by Todd Parr. Discuss the content briefly: which members of the family are shown in the first two pages of the book? Give an example of when members of a family might live far from each other. Explain that not every family like to hug each other, some show love in different ways. Discuss what a stepmum or stepdad is. Explain what fostering and adoption are. At the end you could ask the class to put up their hands if they saw a family in the book that was a bit like their family.