

## Year 4 Home Learning Summer Term

### **PSHE**

This term in PSHE, we will be learning about Changes. This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.

1.	<p><u>I can tell how I would feel if a change that I didn't want to happen was imposed on me.</u></p> <p>Ask children if they have ever had a change happen to them that they didn't want. Ask them to try to imagine how it would feel in the following situations:</p> <p>Your parents decide that they want you to go to a different school and you will have to leave all your friends.</p> <p>Your family has to move home because your mum's job has been moved to another city.</p> <p>Your school introduces a school uniform that you hate.</p> <p>There is a flood in your street, and you have to move into a converted hall with lots of other families for a while.</p> <p>You have lived with your dad since you were three when your mum left, and now he is getting married to another lady who will come and live in your house with her two younger children.</p> <p>Children to draw and record the feelings that they have experienced or think they might experience for each situation. Ask the children to think of as many feeling words as they can to describe how it might feel to be in each of these situations. The words might include: anger; resentment; abandonment; embarrassment; hurt; fear; worry about not belonging; powerless; insecure; frustrated; furious; anxious; agitated; nervous; confused; worried; frightened; excited; enthusiastic; hopeful; confident.</p>
2.	<p><u>Emotions</u></p> <p>Children use the <i>Emotion in motion</i> resource sheet 1 at the end of this section to reinforce the idea that emotions and thoughts (which happen on the inside) affect how we look and how we behave (which other people can see).</p> <p>Children will take one feelings word and match one situation phrase and will explain why they would feel like that. They can also describe how the individuals face/body might look in the situation.</p>
3.	<p><u>Belonging to groups</u></p>

	Children to draw themselves in all the groups they belong to – family, school, street, clubs, religious groups, sports teams and so on – and write on their pictures the information that describes how they felt in these groups.
4.	<p><u>Dealing with Changes</u></p> <p>Remind children of the things they can do to deal with the uncomfortable feelings change can bring about. Tell them that although unlike chameleons we cannot change our outward appearance to blend in with changes in the environment, we do have many strategies for coping with changes. These include, for example:</p> <ul style="list-style-type: none"> <li>• thinking about what stays the same (e.g. in a house move the family is usually the same; in a family reorganisation school friends will often be a stable part of life);</li> <li>• thinking of the opportunities or possible advantages that the change might offer (e.g. if a friend moves away you will probably get more e-mails or letters, and maybe somewhere you can go on holiday to see them);</li> <li>• telling yourself that all change is difficult but that you have survived change in the past and that you can do it;</li> <li>• taking a day at a time, and focusing on and rewarding yourself for small successes and any progress;</li> <li>• using the problem-solving strategy;</li> <li>• communicating with others in a similar position (including by e-mail, etc.), sharing feelings;</li> <li>• using ways of relaxing and calming yourself.</li> </ul> <p>Activity: Children create a poster with strategies to help deal with change.</p>
5.	<p><u>Family History</u></p> <p>Children to find out where people in their family have lived over the past three or four generations, and make a 'factfile' including maps of the journeys, photographs, descriptions, similarities and differences, and reasons for the moves. This could be linked to the Gold set materials which explore similar questions.</p>



Situation phrases	Feelings
Washing up	Agitated
Fixing a puncture on your bike	Shy
Walking up to a group of girls/boys you don't know in the playground	Nervous
Giving your homework to the teacher	Afraid
Walking to school	Excited
Talking to a friend in assembly	Enthusiastic
Trying to paint a picture in the classroom	Proud

Situation phrases	Feelings
Painting your room at home	Furious
Walking along a dark road	Resentful
Getting changed at the swimming pool	Surprised
Looking at yourself in the mirror in your new school uniform	Frustrated
Making a cup of tea	Determined
Sharing a box of felt pens with your younger brother while drawing	Embarrassed
Talking on the telephone	Aloof
Taking back a pair of shoes to the shop	Lonely
Demonstrating your goal to a group in the playground	Sad