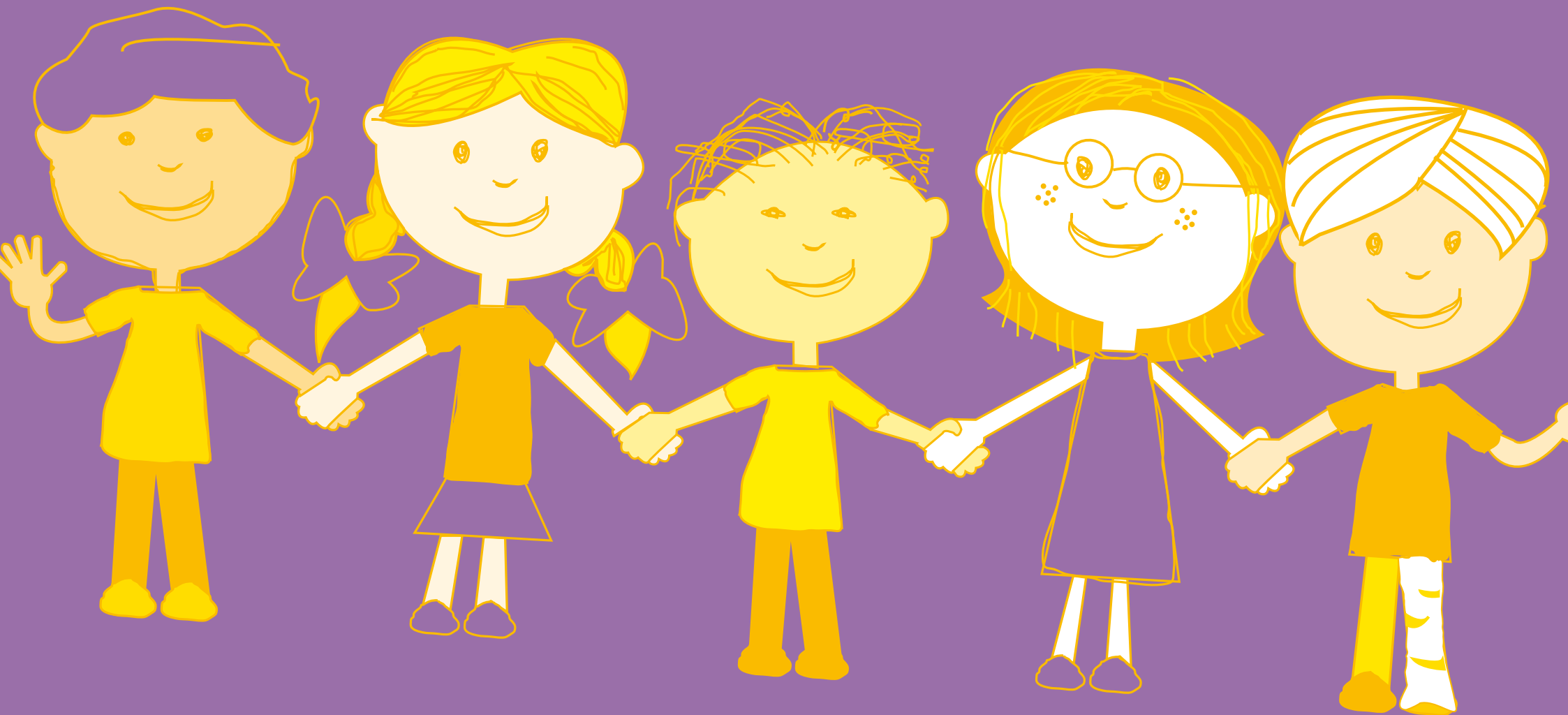




Progression in Personal Development and Mutual Understanding

Foundation Stage

Progression in Personal Development & Mutual Understanding (PDMU)



Progression in Personal Development and Mutual Understanding

***EVERY SCHOOL A GOOD SCHOOL:** *A Policy for School Improvement* (DE 2009) has at its core the central aim of promoting schools which enable all children to fulfil their potential. A key element in achieving this vision involves removing the barriers to learning which can exist for so many children. A strong focus on Personal Development and Mutual Understanding (PD&MU) can help to build pupils' resilience to deal with challenges and to provide the foundations on which lifelong learning can be built.

'Progress in Personal Development and Mutual Understanding' is intended to provide support and guidance for teachers and curriculum leaders delivering the PD&MU area of learning within the Northern Ireland Curriculum. It contains suggestions for activities in the two strands of the PD&MU framework: 'Personal Understanding and Health' and 'Mutual Understanding in the Local and Wider Community'.

PD&MU places the child at the centre of the curriculum and through engagement in a broad range of *caught and taught* activities seeks to equip and prepare young people for life, work and the challenges of being an adult in an increasingly complex society.

The resource is organised into the nine themes of the PD&MU area of learning, which have been sub-divided into Foundation Stage, Key Stage 1 and Key Stage 2. Each theme relates to the statement of minimum requirement for that key stage. Suggested learning intentions and sample learning activities are provided as a guide to teachers as they plan an appropriate programme to deliver the statutory requirements of PD&MU in their classrooms.

The suggested activities lend themselves to both individual and group learning tasks, and as such they provide suitable opportunities for the development of a range of Thinking Skills and Personal Capabilities. Where this is appropriate, reference has been made to the relevant strands of the Thinking Skills and Personal Capabilities framework (a mapping grid is provided at the end of this document in Appendix 1).

The progression grid aims to give schools a whole school overview, which can assist curriculum leaders to successfully implement PD&MU in Years 1 to 7, and also to be used as a tool for monitoring and evaluating progression throughout the school.

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Theme 1: Self Awareness

Foundation Stage

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore themselves and their personal attributes.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Explore who we are.	Discuss the importance of our names and explore how names form an important part of our identity. Pupils decorate their names using a variety of media and create a class display.	Self-Management Talk about what they are doing and what they have learned.	<i>Living.Learning.Together. (LLT): Years 1 & 2: Red Unit and suggested stories/further reading/additional resources.</i>
Recognise what makes us special.	Pupils create self portraits, take photos, use mirrors, discuss, read stories and rhymes, sing songs and play games to identify and reinforce distinguishing physical features. Talk about the physical traits that we have in common and those which make us unique. Complete 'Self Registering Practices' to encourage pupils to value their name and other pupils' names.	Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice.	<i>Me: Songs for 4-7 year olds (A & C Black).</i> <i>Primary Values: Something Else.</i> <i>What I like ... C and L Anholt.</i> <i>This Is My Hair, T Parr.</i> <i>I Want to Be, T Ross.</i>
Recognise what we can do.	Identify and acknowledge the achievements made by pupils during a school day/week. Play a variety of games, such as the Crocodile Swamp Game and the Magic Box Game (LLT Year 2 Red Unit) to give pupils the opportunity to say positive things about themselves and others. Have a class award ceremony to celebrate their achievements.	Working with Others Develop the routines of listening, turn-taking, sharing and co-operating.	<i>Sesame Tree: Out and About with Hilda: chp.6 Being Unique (BBC NI).</i> <i>The Right Start: Theme 2: Communication.</i> www.liftoffschools.com
Identify our favourite things.	Each pupil uses a box to collect their favourite things. Encourage pupils to show and tell others about their favourite things. Talk about the importance of having places we enjoy going to and things that we enjoy doing, to make us feel good.	Being Creative Talk about their memories and experiences.	

Theme 2: Feelings and Emotions

Foundation Stage

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore their own and other's feelings and emotions.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Begin to recognise how we feel.	Pupils look at pictures of faces expressing basic feelings (happy, sad, scared and angry) and talk about what they represent. Develop a simple vocabulary of feelings words. Use puppets or toys with names (e.g. Angry Abby, Sad Sam) to tell stories about certain feelings. Pose problems for pupils to help solve. Pupils begin to recognise and talk about bodily expressions of emotions e.g. butterflies in your tummy, etc.	Being Creative Talk about their memories and experiences. Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice.	<i>Living.Learning.Together. (LLT): Years 1 & 2: Orange Unit and suggested stories/further reading/additional resources.</i> <i>Box of Feelings</i> (Smallwood Publishing). <i>Respecting Difference: The Media Initiative for Children.</i> www.early-years.org
Develop ways of expressing how we feel.	Pupils choose a picture/mask to show how they feel. They draw or choose colours to represent feelings. Introduce pupils to the concept of expressing feelings and emotions appropriately – use puppets/toys as above. Choose a musical instrument and make sounds to represent feelings/how pupils are feeling. Take part in role play or 'making faces' to show feelings.	Being Creative Experiment with ideas through writing, drawing, mark making, model making.	<i>Sesame Tree: Out and About with Hilda (Emotion Cards – 'Dealing with the Feeling' section and DVD clips) (BBC NI).</i> www.bbc.co.uk/northernireland
Know what to do if we feel sad, lonely, afraid or angry and when it is important to tell others about our feelings.	Use self-registration faces (happy, sad, excited, etc.). Look at photographs of special people in school, including designated teachers for Child Protection and discuss how these people can help us. Pupils meet playground buddies or reading partners from Key Stage 2.	Self-Management Ask an adult or friend for help. Working with Others Develop confidence at being with adults and other pupils in a variety of contexts.	<i>Puppets at Large:</i> Linda Bentley (Positive Press, 2005). <i>Primary Values: Something Else</i> (CCEA).

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Theme 2: Feelings and Emotions

Foundation Stage

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Realise what makes our friends feel happy or sad.</p>	<p>Respond to stories where a character (or a puppet/toy) feels happy, sad, scared or angry, by making suggestions – using ‘would it help if?’</p>	<p>Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice. Make simple predictions and see possibilities. Give opinions and reasons.</p>	<p><i>The Golden Rules Series</i> Donna Luck (<i>We are kind and helpful, We are gentle etc.</i>) <i>(Positive Press).</i></p> <p><i>The Right Start - Theme 1: Empathy</i> www.liftoffschools.com</p>
<p>Recognise how other people feel when they are happy, sad, angry or lonely.</p>	<p>Identify situations in and around school where their classmates were happy, sad, scared or angry and suggest how to be helpful. Listen to and begin to respond to others in their class who share their feelings and emotions during circle activities.</p>	<p>Working with Others Be aware of how their actions can affect others.</p>	

Theme 3: Learning to Learn

Foundation Stage

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore their dispositions and attitudes to learning.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Focus attention, concentrate and remember, by taking part in a variety of activities that reflect the way we learn.</p>	<p>'Show and Tell' activities, focusing on retelling an experience, explaining how something works or how an object was made during play. Use games to promote concentration and recall such as 'Kim's Game' or other circle activities that focus on concentration and remembering e.g. welcoming each other by name, clapping or number games. Retell a story or event, in sequence, orally, in pictures or with writing. Plenary session with class to recall what/how they have learned/enjoyed.</p>	<p>Working with Others Be willing to join in. Learn to work and play cooperatively. Develop routines of listening, turn taking, sharing, cooperating and reaching agreement. Be able to learn from demonstration and modelling.</p> <p>Self-Management Develop the ability to focus, sustain attention and persist with tasks.</p>	<p><i>Assessment for Learning: A Practical Guide (CCEA, 2009).</i></p> <p><i>Living.Learning.Together. (LLT): Years 1 & 2: Red Unit and suggested stories/further reading/ additional resources</i></p> <p><i>Listen and Think: (CCEA, 2010).</i></p> <p><i>Kim's Game</i> www.ltscotland.org.uk</p> <p><i>Learning to Learn Wall (Foundation Stage) from Assessment for Learning: A Practical Guide (CCEA, 2009).</i></p>
<p>Develop a positive attitude to learning.</p>	<p>Develop a language to talk about their learning, using the Learning to Learn Wall coloured blocks (Assessment for Learning: A Practical Guide, CCEA, 2009). Take part in class discussion or use a puppet to talk about what we are learning (learning intentions) and how we will know we have learned it (success criteria). Organise a class celebration of learning where each pupil presents an example/evidence of an achievement in learning. Parents/carers or older pupils could be invited to attend. Contribute to class displays of learning and achievement. Contribute to a personal home/school portfolio of learning and achievement. Ask pupils to respond to peers' work e.g. art, construction, writing, using simple criteria provided by the teacher.</p>	<p>Self-Management Talk about what they are doing and what they have learned. Develop awareness of emotions about learning, their likes and dislikes. Be able to make choices and decisions.</p>	<p><i>Going for Goals Years 1 & 2: Social and Emotional Aspects of Learning Programme (SEAL) published by DfES and downloadable at http://nationalstrategies.standards.dcsf.gov.uk/node/66416</i></p>

Theme 4: Health, Growth and Change

Foundation Stage

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore the importance of keeping healthy.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Be aware of how to care for our bodies in order to keep healthy and well.</p>	<p>Identify common things that are put on or into the body and say which are safe and unsafe (record on body template by drawing round a child). Encourage pupils to be more active at school and at home, e.g. activity logs, varied programmes of outdoor play, etc. Discuss role models from popular children’s TV programmes e.g. Sportacus from Lazytown. Activities to support healthy break snacks e.g. explain how their choice of breaktime snack is linked to a healthy lifestyle. Paint/make models of healthy snacks. Help to prepare and distribute healthy breaks/snacks.</p>	<p>Managing Information Select, with help, information from materials and resources provided. Use simple methods to record information.</p> <p>Thinking, Problem Solving and Decision Making Make observations and provide descriptions of what they notice. Make simple predictions and see possibilities.</p>	<p>Living.Learning.Together. (LLT): <i>Year 1: Yellow Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Listen and Think: An Apple a Day (CCEA, 2010).</i></p> <p><i>School Food: The Essential Guide (top marks) (DENI).</i></p> <p>Popular fiction and TV programmes.</p>
<p>Recognise and practise basic hygiene skills.</p>	<p>Picture sequence activity on hand-washing. Make their own signs about hand washing for the toilets or eating areas. Model good practice in classroom. Discuss and model good tooth-brushing techniques as a class. Songs and stories about keeping clean. Invite a dental nurse to class to talk about/demonstrate dental health techniques.</p>	<p>Working with Others Be able to learn from modelling.</p> <p>Self-Management Talk about what they are doing and what they have learned. Be able to make choices and decisions.</p>	

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Theme 4: Health, Growth and Change

Foundation Stage

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Realise that growth and change are part of the process of life and are unique to each individual.	Pupils compare photos of themselves now and in the past. Sequence as a timeline. Look at pictures of animals and their young. Quiet time visualisation activity on 'growing' (LLT Year 1 Yellow Unit). Pupils talk to parents and carers about what they were like/did as a baby and re-tell these experiences in class.	Being Creative Talk about their memories and experiences. Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli.	Resources provided by school dental nurse. <i>Living.Learning.Together. (LLT): Year 1: Yellow Unit.</i>

Statement of Minimum Requirement: Pupils should be enabled to explore how to keep safe in familiar and unfamiliar environments.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Explore appropriate personal safety strategies.</p>	<p>Explore feelings associated with being safe/not safe. Identify simple strategies for keeping safe e.g. say 'no', get help. Identify people who help to keep us safe throughout the day. Focus on characters from popular fiction e.g. 'Nuzzle and Scratch' in safe and unsafe situations.</p>	<p>Thinking, Problem-Solving and Decision-Making Give opinions and reasons.</p>	<p><i>Living.Learning.Together. (LLT): Years 1 & 2: Yellow Unit and suggested stories/further reading/additional resources.</i> www.bbc.co.uk/cbeebies</p>
<p>Identify situations that are safe and those where personal safety may be at risk.</p>	<p>Explore a range of safety related scenarios through play-based learning for example; balancing on kerbs, climbing, sliding, making structures, etc. Role-play scenarios suggested by teachers and pupils including topical and seasonal issues.</p>	<p>Being Creative Be curious and ask questions about the world around them. Talk about their memories and experiences.</p> <p>Self-Management Talk about what they are doing and what they have learned.</p>	<p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i> www.road2safety.org</p>
<p>Begin to realise the importance of road safety.</p>	<p>Play the 'People Who Help Us' game from Road2Safety website as a class group and discuss. 'Head Start' activity (LLT Year 2, Yellow Unit). Make use of DOE road safety calendar and weekly safety messages. Read and discuss 'Kate Can't Wait' story from Road2Safety website. Practise correct use of the Green Cross Code. Play Based Learning - use of road mat and outdoor tracks in play areas.</p>	<p>Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice.</p>	

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Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Understand that many substances can be dangerous.</p>	<p>Use selection of empty containers/ cartons to explore the dangers of substances in the home e.g. cleaning products, cosmetic creams, shampoo etc. Sort into two categories - 'safe' and 'not safe'. Encourage pupils to model safe behaviour in activity-based learning situations where substances are 'present' e.g. garden centre, clinic, pharmacy etc.</p>	<p>Managing Information Select, with help, information from materials and resources provided. Follow directions in relation to a task.</p>	
<p>Know the safety rules that apply when taking medicines.</p>	<p>'Miss Polly' role play activity from LLT Year 1, Yellow Unit. Model with the class-safe use of medicines in the classroom - storage, pupil self-administration and appropriate parental permissions, etc.</p>	<p>Being Creative Play for pleasure and as a form of creative expression.</p> <p>Self-Management Talk about what they are doing and what they have learned.</p>	

Theme 5: Relationships

Foundation Stage

Strand Two: Mutual Understanding in the Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore their relationships with family and friends.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Find out about our own families.	Talk about and explore 'who lives inside my front door'. Identify 'special people in my life' using photographs and 'show and tell'. Encourage pupils to describe their family to others (orally, through art or writing) to show that family units differ. Explore family names – what does my family name mean? Play Based Learning - Small World Area - dolls house scenario.	Working with Others Be willing to join in. Develop the routines of listening, turn taking, sharing and co-operating.	Living, Learning, Together. (LLT): <i>Year 1: Green Unit and suggested stories/further reading/additional resources.</i> <i>United Nations Convention on the Rights of the Child (UNCRC).</i>
Talk about what families do together.	Talk about things you do as a family – eating, playing, trips, family celebrations, etc. Adopt a bear, take him home, photograph his events at your home for 'A day in the life of...' class scrapbook. Play Based Learning - Role Play Area - home corner scenario - going on holiday, etc.	Being Creative Talk about their memories and experiences. Thinking, Problem-Solving and Decision-Making Show their ability to memorise by recalling and structuring experiences and stories.	Sesame Tree: Out and About with Hilda: Let's Play and Learn Together DVD clips (BBC NI). Listen and Think: <i>A Birthday Surprise.</i> <i>Tell it again Grandma.</i>
Recognise how we relate to adults and other children.	Create a class contract - 'How we treat each other'. Discuss who is important in your school life – teachers, canteen staff, crossing patrol. Talk about the importance of listening and taking turns. Use games, circle activities and classroom routines to practise turn taking.	Working With Others Develop confidence at being with adults and other children in a variety of contexts.	

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Theme 5: Relationships

Foundation Stage

Strand Two: Mutual Understanding in the Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Identify who our friends are.</p>	<p>Talk about friends and the qualities pupils appreciate in a friend. Make a 'friendship bag' - put names of the class in a bag, pick each pupil's name out and ask other pupils to think of something they like about that person or something they have done to be helpful or caring. Create a 'friendship rainbow' or a 'friendship web' (Primary Values). Discuss strategies to use when you don't have someone to play with e.g. buddy bench or playground pals. Meet playground pals and get to know them. Give the pals feedback on how they are doing their job and any improvements the younger pupils would like.</p>	<p>Working with Others Learn to behave and to use words to suit different purposes.</p> <p>Self-Management Talk about what they are doing and what they have learned.</p> <p>Being Creative Be curious and ask questions about the world around them.</p>	<p><i>Living.Learning.Together. LLT: Year 1: Green Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Primary Values: Something Else (CCEA).</i></p> <p><i>The Right Start: Themes 2 & 3.</i> www.liftoffschools.com</p> <p><i>Sesame Tree: Out and About with Hilda: chpts 1 & 2 (BBC NI).</i> www.bbc.co.uk/northernireland</p>
<p>Explore what we do together.</p>	<p>Create a 'my friends' collage using different art techniques. Include activities that friends do together - playing, eating, parties (include digital photos taken around the school). ICT photo loop of pupils' experience through the day. eg: engaging in play based learning.</p>	<p>Self-Management Be able to make choices and decisions. Ask an adult or friend for help.</p>	
<p>Know how to treat others.</p>	<p>Thought shower how to be a good friend. Create captions for the collage stating practical ways that they help each other, including using agreed strategies to ensure no-one feels left out. Fair pair pupils from different groups for specific time-bound tasks throughout the week and encourage cooperation. Create a 'Writing Centre' and encourage pupils to make and to send cards to each other at appropriate times e.g. 'Get Well Soon', 'Thank You', and 'Happy Birthday'.</p>		

Theme 6: Rules, Rights and Responsibilities

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore their responsibilities for self and others.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Realise why it is important to have rules in the classroom and school.</p>	<p>Use puppets or characters to illustrate a situation focusing on sharing, taking turns and fairness in the classroom or playground. Develop class charter to include agreement about sharing and taking turns. Use displays (e.g. helpful hands) to illustrate class charter. Revisit class charter in circle activities to problem solve ongoing situations (Plan, Do, Review).</p>	<p>Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice. Give opinions and reasons.</p>	<p><i>Living.Learning.Together. (LLT): Years 1 & 2: Blue Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Sesame Tree: Out and About with Hilda (BBC NI).</i> www.bbc.co.uk/northernireland</p>
<p>Develop a sense of what is fair.</p>	<p>Discuss issues relating to 'fairness' in pictures, stories, poems and non-fiction, ranging from children's own experience to global situations. Create opportunities for pupils to experience a wide range of strategies for making decisions fairly and taking turns in the classroom, playground and during Physical Development and Movement. Begin to use some of the language of rights e.g. the right to play.</p>	<p>Working with Others Learn to work and play cooperatively. Develop routines of listening, turn taking, sharing, cooperating and reaching agreement. Be aware of how their actions can affect others. Learn to behave and use words to suit different purposes.</p> <p>Self-Management Be able to make choices and decisions.</p>	<p><i>'Lift Off' series: The Right Start (published by Amnesty International).</i></p> <p>www.unicef.org.uk www.trocaire.org www.oxfam.org.uk</p> <p><i>The United Nations Convention on the Rights of the Child (UNCRC).</i></p> <p><i>The Right Start: Theme 4.</i> www.liftoffschools.com</p>

Theme 7: Managing Conflict

Foundation Stage

Strand Two: Mutual Understanding in the Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore how to respond appropriately in conflict situations.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Take responsibility for what we say and do.</p>	<p>Introduce and model turn-taking methodologies e.g. circle activities, plenary sessions or use self-decorated lollipop sticks to choose pupils for a task.</p> <p>Use your own classroom scenarios to discuss and manage problems that arise. Adapt Dot Voting or Thumb Tool to help children take responsibility for their own choices and cope when options other than their preferences are chosen.</p> <p>Use stories, puppets and soft toys to identify and manage fair and unfair behaviour.</p> <p>Work together to draw up classroom rules/charter so that pupils realise that agreeing to keep them will encourage positive relationships in the classroom.</p> <p>Use a proactive approach to conflict resolution.</p> <p>Encourage the development of responsible attitudes and behaviour in day to day situations e.g. classroom lists, helper charts, use of times to allocate turns and use a 'no-blame' approach to conflict management - What happened? How did you feel? What do we need to do now?</p>	<p>Self-Management Be able to make choices and decisions.</p> <p>Thinking, Problem-Solving and Decision-Making Make simple predictions and see possibilities.</p>	<p><i>Living.Learning.Together. (LLT): Years 1 & 2: Blue Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i></p> <p><i>Primary Values: Something Else (CCEA).</i></p> <p><i>More Quality Circle Time: Jenny Mosley (LDA, 1998).</i></p> <p><i>The Right Start: Theme 5. www.liftoffschools.com</i></p> <p>www.circle-time.co.uk</p> <p><i>Stepping Out</i> www.nicurriculum.org.uk</p>

Theme 8: Similarities and Differences

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore similarities and differences between groups of people.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Recognise the similarities and differences in families and the wider community.</p>	<p>Use photos as a stimulus to discuss family, including extended family. Use a variety of techniques/media to illustrate the different members of their families.</p> <p>During play sessions use a variety of multicultural puppets and dolls, cooking utensils, clothes, etc., to highlight similarities and differences. Organise classroom visits from key family members e.g. a grandmother or parent.</p> <p>Explore who lives in my community and what jobs they do.</p> <p>Use stories, poems, jigsaws and information books on diversity themes/ issues.</p>	<p>Working with Others Develop the routines of listening, turn taking, sharing and co-operating. Develop confidence at being with adults and other children in a variety of contexts.</p> <p>Thinking, Problem-Solving and Decision-Making Show their ability to memorise by recalling and structuring experiences and stories.</p>	<p><i>Living.Learning.Together. (LLT): Year 1 & 2: Indigo Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Primary Values: Something Else (CCEA).</i></p> <p><i>Sesame Tree: Out and About with Hilda: chps 2, 4, 5 & 6 (BBC NI).</i> www.bbc.co.uk/northernireland</p>
<p>Understand that everyone is of equal worth and that it is acceptable to be different.</p>	<p>Make face puppets of each pupil within the class and use these to identify differences in physical characteristics e.g. eye colour, hair colour etc. Use this information to create a pictograph.</p> <p>Collect data on our different characteristics and collate as a class book.</p> <p>Play a variety of games that celebrate similarities and difference e.g. People Bingo (group together if you have a brother, belong to a swimming club, wear glasses, have freckles etc.)</p> <p>Draw or cut out pictures from magazines that represent things that pupils like. Display in a gallery session and use to appreciate similarities and differences. Show and tell 'All about Me'.</p> <p>Make an 'I like' mobile using pictures (drawn or from magazines) or models and display.</p>	<p>Managing Information Begin to plan and identify and use simple methods to record information.</p> <p>Being Creative Talk about their memories and experiences.</p>	

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Theme 8: Similarities and Differences

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Celebrate special occasions.</p>	<p>Discuss and describe what a celebration is/meaning of the word... Adults and pupils bring photos of a family or community celebration they have taken part in and compare and contrast with other photographs in the class. (NB: If some pupils have no photos, take a photo in school of them 'celebrating' something with others e.g. a group success or a team winning a game).</p> <p>Explore how different cultures celebrate different occasions using literature, posters, local initiatives and visitors e.g. Chinese New Year. Organise a class celebration – use Plan Do Review to involve the pupils in planning all the aspects of the celebration - invitations, party food, party games, table decoration etc.</p>	<p>Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice.</p> <p>Self-Management Talk about what they are doing and what they have learned.</p> <p>Being Creative Play for pleasure and as a form of creative expression.</p>	<p><i>Stepping Out</i> www.nicurriculum.org.uk</p> <p><i>Sesame Tree: Out and About with Hilda (BBC NI)</i> www.bbc.co.uk/northernireland</p> <p><i>The Right Start: Theme 3.</i> www.liftoffschools.com</p>

Theme 9: Learning to Live as Members of the Community

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore learning to live as a member of a community.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Understand the interdependent nature of the class/school community and ourselves as participant members.</p>	<p>Demonstrate the interdependence of people in the class/school community, using a jigsaw activity where the pieces of the jigsaw are made out of photographs of each adult and pupil in the classroom. When individuals are absent from school for any reason, refer to the jigsaw and talk about the difference this makes.</p> <p>Create opportunities for younger and older pupils to work and play together e.g. paired reading, playground pals.</p> <p>Use home learning activities, e.g. caring for a teddy bear for the weekend.</p> <p>Invite members of the school community to the classroom to discuss their role and ways in which pupils and adults can help each other. Link these class visits to topics e.g. canteen staff and healthy eating, crossing patrol and safety.</p>	<p>Working with Others Learn to work and play cooperatively. Develop confidence at being with adults and other pupils in a variety of contexts.</p> <p>Being Creative Be curious and ask questions about the world around them. Thinking Skills, Problem solving and Decision Making Give opinions and reasons.</p>	<p><i>Living.Learning.Together. (LLT): Years 1 & 2: Violet Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Primary Values: jigsaw template (CCEA).</i></p> <p><i>Sesame Tree: Out and About with Hilda (BBC NI).</i> www.bbc.co.uk/northernireland</p> <p><i>Listen and Think: A Birthday Surprise (CCEA).</i></p>
<p>Be aware of our attitudes to others in the school community.</p>	<p>Explain class and school charters regularly, referring to how the school community works and plays together, e.g. watch and discuss DVD clips on sharing, taking turns and being honest from Out and About with Hilda.</p>	<p>Working with Others Learn to behave and to use words to suit different purposes.</p> <p>Thinking, Problem-Solving and Decision Making Give opinions and reasons. Ask different types of questions.</p>	

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Theme 9: Learning to Live as Members of the Community

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Celebrate a special occasion.</p>	<p>Have a birthday or similar celebration once a month for adults and pupils in the class. Plan how to celebrate special days in the classroom and special events in school and in the local and wider community, e.g. a pupil returning after a period of illness, a local festival or event.</p>	<p>Managing Information Begin to plan.</p> <p>Working with Others Be willing to join in.</p>	<p>Calendar from <i>Stepping Out</i> resource at www.nicurriculum.org.uk (in PDMU links).</p>

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Foundation Stage

Managing Information	Theme
Work with a focus, ask and respond to questions to clarify the task.	
Select, with help, information from materials and resources provided and suggest ways to obtain information.	4 4a
Follow directions in relation to a task.	4a
Begin to plan.	8 9
Identify and use simple methods to record information.	4 8

Thinking, Problem-Solving and Decision-Making	Theme
Show their ability to memorise by recalling and restructuring experiences and stories.	5 8
Make close observations and provide descriptions of what they notice.	1 2 2 4 4a 4b 8
Show the ability to sequence and order events and information, and to see wholes and parts.	
Identify and name objects and events as same/different, sort and put objects into groups.	
Make simple predictions and see possibilities.	2 4 7
Give opinions and reasons.	2 4a 4b 6 9 9
Ask different types of questions.	9

Being Creative	Theme
Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli.	4 4a 5 9
Talk about their memories and experiences.	1 2 4 4a 5 8
Play for pleasure and as a form of creative expression.	4a 8
Show excitement, enjoyment and surprise in learning.	
Be willing to take on new challenges.	
Experiment with ideas through writing, drawing, mark making, model making.	2

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Working with Others	Theme
Be willing to join in.	3 5 9
Learn to work and play cooperatively.	3 6 9
Develop routines of listening, turn-taking, sharing, cooperating, and reaching agreement.	1 3 5 6 8
Be able to learn from demonstration and modelling.	3 4
Be aware of how their actions can affect others.	2 6
Learn to behave and to use words to suit different purposes.	5 6 9
Develop confidence at being with adults and other pupils in a variety of contexts.	2 5 8 9

Self-Management	Theme
Talk about what they are doing and what they have learned.	3 4 4a 4a 5 8
Develop the ability to focus, sustain attention and persist with tasks.	3
Develop awareness of emotions about learning, their likes and dislikes.	1 3
Be able to make choices and decisions.	3 4 5 6 7
Ask an adult or friend for help.	2 5