

## Quality of Education



Class	Oak
Subject	Nurture Feelings through Poetry
Торіс	My Heart is a Poem by Various Authors
Term	Summer 1

## Sequence of lessons – Objectives to be met

Lesson 1	I can listen to a poem read aloud by an adult.							
	I can take part in a group discussion about the poem and the feeling of							
	happiness.							
	I can follow a set of instructions to make playdough.							
	I can use playdough to show one think that makes me feel happy.							
Lesson 2	I can listen to a poem read aloud by an adult.							
	I can take part in a group discussion about the poem and the feeling of							
	anger.							
	Using the volcano analogy, I can show how my body feels when I am							
	feeling calm and when I am angry.							
Lesson 3	I can listen to a poem read aloud by an adult.							
	I can take part in a group discussion about the poem.							
	I can create a picture to show what people, memories, activities, and							
	objects make me feel loved.							
Lesson 4	I can listen to a poem read aloud by an adult.							
	I can take part in a group discussion about the poem and the feeling of							
	sadness.							
	I can work as a group to create a mind map showing how sadness feels,							
	using the five senses.							
Lesson 5	I can listen to a poem read aloud by an adult.							
	I can take part in a group discussion about the poem and the feeling of							
	excitement.							
	I can draw a picture to show what makes me feel excited.							
	I can talk about my picture and explain why this makes me feel excited.							
Lesson 6	I can talk about the different feelings/emotions we have looked at.							
	I can say which poem is my favourite and explain why.							
	I can create a piece of artwork to show how different things make me							
	feel.							

## **Boxall Strand Focus**

Boxall Cluster	Organisation of experience					Internalisation of controls						lf - ting	Undeveloped Behaviour			Unsupported Development					
	Α	В	С	D	Е	F	G	Н	Ι	J	Q	R	S	Т	U	V	W	Х	Y	Ζ	
Boxall Sub- cluster	Gives purposeful attention	Participates constructively	Connects up experiences	Shows insightful involvement	Engages with peers	is emotionally secure	Biddable, accepts	Accommodates to other	Responds constructively	Internalised standards	Disengaged	Self-Negating	Undifferentiated attachments	Inconsequential behaviour	Craves reassurance	Avoids/rejects attachments	Insecure sense of self	Negativism to self	Negativism to others	Wants, grabs, disregards	
Lesson																					
1																					
Focus																					
Lesson																					
2																					
Focus																					
Lesson																					
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