

Term	Aut/Spr/Sum	Year groups	all	Class(es)	All classes	Levels	N.A	Session2	9:40 - 10am	Date	everyday
Morning Munch - PSHE & Citizenship											
Subject area: PSHE - Development of social skills	<b>Learning objectives</b>		<b>Teaching Input</b>				<b>Learning Experiences VAK</b>			<b>Prompt questions Key points</b>	
	We are learning to: Develop our speaking and listening skills Develop turn taking and sharing Co-operate together to help to set up and pack away the breakfast table Develop our motor skills (spreading butter/jam) Understand the need for (and to use) table manners Discuss news/current affairs/views and opinions around the breakfast table Respect the views and opinions of others		Children take on different roles: laying the tablecloth, setting out the plates, bowls and cutlery, putting out the jams/spreads etc, putting toast in the toaster, organising the cereals and setting out the milk. Teachers may choose to devise a rota.  Class team sit together around the table to eat breakfast together. Adults model expected noise levels, ways of communicating, eating and general table manners.  Children will take on different roles whilst clearing the tables: preparing for washing up, crewing tops on jars, wiping the tablecloth. Children may refer to a class washing up rota.				Discussions are often led by the children and will relate to their interests. At times, conversations may need to be facilitated by the adults,  On certain days staff may choose to play First News or Newsround clips on the smartboard to provoke a discussion. Teachers may begin with a philosophy question or highlight an article that they may have read in a newspaper or magazine (visual cue)			What's been happening in the news that has interested you? Who heard the story about . . . ? How would you feel if . . . ? How do you think . . . may think or feel? What do you believe should happen. . . ?  e.g. Philosophy Questions: What kind of a world do we live in? What's the difference between right and wrong? Do we all have the same rights? If you had a different name would you be a different person? What's the difference between telling a lie and keeping a secret?	
	<b>Assessment</b>			<b>Learning Mentor roles</b>				<b>Behaviour</b>		<b>Extension Opportunities</b>	
<i>I can statements. . .</i> I can talk to my peers in a calm manner. I can listen to people's views and opinions even though I might not agree with what they are saying. I can display good table manners. I wait to finish the food in my mouth before talking. I can say please and thank you when I communicate with others. I am able to show patience and wait my turn. I am able to work as part of a team.			LM to lead by example - encourage good use of manners at the table. Demonstrate social skills required and expected level of manners at the breakfast table. All staff to model conversations between colleagues about a variety of aspects, whilst involving children where relevant.  Supporting the children washing up by filling the sink with hot water (risk assess the temperature). Adults support and praise children as they fulfil their roles.				Children award themselves shillings in relation to their conduct, participation and overall behaviour during Morning Munch.  Learning Mentors support the children in this reflective process and ensure that the score is a true representation of the session.		Children carry out their own research project related to a topic of interest.  Philosophy for Children P4C <a href="http://www.sapere.org.uk/Default.aspx?tabid=270">http://www.sapere.org.uk/Default.aspx?tabid=270</a>		Toaster Bread, milk, choice of healthy cereals Butter, jam, etc Plates, cups, bowls, knives Table cloth Jug and cups Washing up liquid, sponge smartboard