01 Feelings have names

Aim

Recognise more than one plausible feeling.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

"A character waits for a new club. They might feel excited and worried. We cannot know without asking."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Plausible feeling such as pleased or unsure.
2. Sad, frustrated, worried or plausible alternative.
3. Proud, relieved or plausible alternative.
4. Startled, worried or plausible alternative.
5. Ask or offer a communication choice.

If pupils struggle

Offer two emotion words with meanings; accept pointing.

Next challenge

Suggest two possible feelings in the same situation.

Classroom link

Teacher uses a neutral optional check-in with the same vocabulary.

01 Feelings have names

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A child is invited to play. Name a possible feeling.

---

2. A child loses a favourite pencil.

---

3. A child finishes a difficult model.

---

4. A loud bell surprises a child.

---

5. How could you check how the child feels?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____