

**EYFS  
PSED**

**3-4**

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

**Reception**

See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

**ELG**

Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

**Term 1.1  
Behaviour**

Key Questions	Knowledge	Outcomes
<p>What are rules?  Why do we need rules?  What are the rules at home?  What are the rules at school?  Is it fair if we don't follow the rules?</p>	<p>Encouraging good listening through songs, freeze activities and games.</p> <p>Explaining why games are important. Try to play a game with no rules.</p> <p>Children to create rules for the class.</p> <p>Following a rule activity – for example make a bracelet with 2 blue and 2 red beads on.</p>	<p>I know why rules are important.</p> <p>I can follow some simple rules.</p>
<p><b>Term 1.2</b>  <b>Sharing</b></p>		
Key questions	Knowledge	Outcomes
<p>What is sharing?  What is it important to share?  What do you not like to share?  How do you feel if someone doesn't share with you?  How does it feel when someone shares with you?</p>	<p>Can the children share out playdough equally amount their friends? Does everybody have a similar size piece?</p> <p>Using pieces of coloured card – can the children share them so that everybody has a piece of each colour?</p> <p>Standing in a circle and throwing the bean bag to each person so that everybody has a turn.</p>	<p>I understand what sharing means.</p> <p>I can take turn in games.</p> <p>I can share resources.</p>
<p><b>Term 2.1</b></p>		

<b>Relationships at school</b>		
<p>Who are your friends at school?            What are they your friend?            Who do you go to if you have a [problem at school?            What activities do you like doing with your friends in school?            How do you feel if someone doesn't share with you?            How do you feel when someone shares with you?</p>	<p>Circle time – can children say what they like about their friend.</p> <p>Play row row your boat/catching balloons with a partner.</p> <p>Can the children share what makes a good friend? What would a good friend do?</p>	<p>I understand what makes a friend special.</p> <p>I know how to be a good friend to others.</p>
<b>Term 2.2</b>		
<b>Relationships at home and at school</b>		
<p>What is a family?            Are all families the same?            Who is in your family?            How do you feel when you are with your family?            Have you ever visited a hospital/police station etc?</p>	<p>During a circle time can the children share who is in their family. We will point out how all families are different.</p> <p>Explain how families can change- read the book The Trouble with Jack by Shirley Hughes.</p> <p>Children to carry out domestic role plays in the home corner.</p> <p>Invite members of the local community, Vicar, elderly member etc to talk to the children.</p>	<p>I can recognise that all families are different.</p>

Term 3.1 Keeping Healthy		
<p>What does healthy mean?            What foods are healthy?            What are germs?            What can we do to keep ourselves healthy?            Why is it important to wash our hands after we have been to the toilet?</p>	<p>Sorting foods into those which are unhealthy</p> <p>Making healthy snacks (fruit kebabs)</p> <p>Hand washing and germs</p> <p>Dental Hygiene</p>	<p>I understand how I can keep myself healthy.</p>
Term 3.2 Being independent		
<p>What does independent mean?            How can I be more independent?            Why do I sometimes feel scared when I have to do things on my own?            Why do I have to do things on my own?</p>	<p>Each child will have a monitors job- something which they are responsible for.            Discuss transition to the next class.            Transition activities.</p> <p>Can children put on own shoes/coats etc.</p>	<p>I know what independent means.</p>