

EYFS Curriculum Overview Term Plan 2023/34-ONGOING	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	This is Me		All around Me		Me in the World	
Mini themes (Themes may be modified at various points to reflect the children's interests.)	<ul style="list-style-type: none"> All about me- Likes and dislikes, acceptance of others. human body, friendships and feelings My new school Families and traditions Black History Month 	<ul style="list-style-type: none"> Staying Safe – Roles in society – people who keep us safe Differences and similarities – cultures/religion beliefs/traditions Celebrations- Bonfire Night, Christmas (Nativity), Diwali, Hannukah Remembrance Day Autumn 	<ul style="list-style-type: none"> Winter Where we live – past images Homes around the world Differences and similarities – cultures/religions beliefs/traditions (Chinese New Year, Pancake Day) 	<ul style="list-style-type: none"> Spring Growing and healthy eating, healthy bodies, baby to child Easter Farm animals and minibeasts Planting seeds Life cycles Keeping healthy 	<ul style="list-style-type: none"> Animals around the world Habitats and environments Endangered and extinct animals Looking after our planet, Earth 	<ul style="list-style-type: none"> Transport Summer Holidays- Spain Pirates Changes – moving to Year 1, growing up, worries, feelings
Curiosity	Visit to Church Visit from Police Officer Visit from Fire Engine <ul style="list-style-type: none"> All about me collages Family photographs Diwali resources Hanukkah resources Birthday resources Christmas Nativity and tree Mini me's and mirrors Velcro people – cultures Pumpkin and pumpkin seeds 		Visit to Church Visit from Nurse and Dentist <ul style="list-style-type: none"> Three Little Pigs building materials Maps of local environment Photographs of Billinge past and present Chinese New Year resources Chinese food tasting Pancake Day resources Minibeasts (live caterpillars) Basket of fruit and vegetables Planting tools Seeds Toothbrush/hairbrush/soap/flannel 		Visit Church Trip to Martin Mere Spanish Day <ul style="list-style-type: none"> Globe and animals Recycling resources Small world environments – sea, ice, forest, woodland Vet information Past and Present photographs of transport Spanish cultural artefacts Spanish food tasting Flamenco dancing Maps 'Worry jar' Transition photos of classroom and teachers 	
CL Checkpoints	End of Autumn 2 <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important; Describe events in some detail; Develop social phrases; Engage in story times; Listen carefully to rhymes and songs, paying attention to how they sound; 		End of Spring 2 <ul style="list-style-type: none"> Learn new vocabulary; Use new vocabulary through the day; Ask questions to find out more and to check they understand what has been said; Articulate their ideas and thoughts in well-formed sentences; Connect one idea or action to another using a range of connectives ; 		End of Summer 2 – ELO Listening and Attention <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what has been heard and ask questions to clarify understanding; Hold conversation when engaged in back-and-forth exchanges with teachers and peers. 	

	<ul style="list-style-type: none">Learn rhymes, poems and songs.	<ul style="list-style-type: none">Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen;Listen to and talk about stories to build familiarity and understanding;Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words;Use new vocabulary in different contexts;Engage in non-fiction books;Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Speaking <ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary;Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			
Key Texts Whole Class Reading- Twice a day						
Oral story telling		The Little Red Riding Hood (reference to keeping safe)	The Three Little Pigs	The Little Red Hen	The King and the Moon	
Key Texts						
Poetry		Twas the night before Christmas		Mad About MiniBeasts by Giles Andreae	What the ladybird heard by Julia Donaldson	Oh the Places you will go – Dr Suess
Key Texts		Poppy, Poppy				
Fiction & Non Fiction	Fiction: We All Belong by Nathalie Coss	Fiction: Winnie the Witch by Korky Paul and Valerie Thomas	Fiction: The Three Little Pigs	Fiction: Titch by Pat Hutchins	Fiction: Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter	Fiction: The Naughty Bus by Jan Oke
Key Texts	I want a friend by Tony Ross	Where the Poppies Now Grow by Hilary Robinson	The Noisy House by Julie Rhodes	Jasper's beanstalk by Nick Butterworth		Violet the Pilot by Steve Breen
	You Choose by Nick Sharratt	The Nativity – Guillian & Grainge	Additional texts: Winter stories	Oliver's Vegetables by Vivian French	Rainforest Explorers by Autumn	Topsy and Tim Go on Holiday by Gareth Adamson and Jean Adamson
	The Jar of Happiness by Ailsa Burrows	The Jolly Christmas Postman by Allan Ahlburg	Non-Fiction: What can see you in Winter? By Sian Smith	Handa's Surprise by Eileen Browne	Additional texts:	Polly Parrot Picks a Parrot by Peter Bently
	The Great Big Book of Families by Mary Hoffman	Additional texts:	The Lunar Year by First Festivals	The Very Hungry Caterpillar by Eric Carle	Rosie's Walk by Pat Hutchins	Cautious Caterpillar
	Additional texts:	Red Rockets and Rainbow Jelly by Sue Heap		Additional texts: I don't want to brush my hair/teeth/bath by Tony Ross	The Hunter by Paul Gieraghty	Ruby's Worry by Tom Percival Incredible You by Nathan Reed and Rhys Brisenden
					Non-Fiction:	Additional texts:

	<p>We're going on a Bear Hunt by Michael Rosen</p> <p>Five Minutes Peace by Jill Murphy</p> <p>Rainbow Fish by Marcus Pfister</p> <p>All are Welcome by Alexandra Penfold</p>	<p>Kipper's Birthday by Mick Inkpen</p> <p>Non-fiction: Diwali by Acorn: Holidays and Festivals</p> <p>Bonfire Night</p> <p>Christmas around the World by USBORNE Young Readers</p> <p>Hanukkah</p>		<p>Bugs in a Blanket/Bug in the Garden/ Bugs Next Door – Alemagna</p> <p>Mad about Minibeasts by David Wojtowycz</p> <p>Aaaarrgghh, Spider! By Lidia Monks</p> <p>Non-Fiction: Children's Atlas National Trust: Out and About Minibeast Explorer: A children's guide to over 60 different minibeasts</p> <p>Easter</p>	<p>How to Help a Hedgehog and Protect a Polar Bear by Jess French & Angela Keoghan</p> <p>Rain Forests (Explore My World)</p>	<p>When I grow up by Jon Hales</p> <p>Non-Fiction: Children's Atlas</p>
R&W Checkpoints	<p>End of Autumn 2</p> <p>Word Reading</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them;Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences;Form lower-case letters correctly;Introduce visual representation of the capital grapheme; <p>Writing</p> <ul style="list-style-type: none">Giving meaning to marksBegin to spell words by identifying the sounds and then writing the sound with letter/s.	<p>End of Spring 2</p> <p>Word Reading</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter-sound correspondences;Read some letter groups that each represent one sound and say sounds for them;Read a few common exception words matched to the school's phonic programme;Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words;Re-read these books to build up confidence in word reading, their fluency and understanding and enjoyment. <p>Writing</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly;Spell words by identifying the sounds and then writing the sound with letter/s;	<p>End of Summer 2 – FLG</p> <p>Comprehension</p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary;Anticipate – where appropriate – key events in stories;Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none">Say a sound for each letter in the alphabet and at least 10 digraphs;Read words consistent with their phonic knowledge by sound-blending;Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p>			

			<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop; Write some of the tricky words such as, I, me, my, like, to, the; Re-read what they have written to check that it makes sense. 		<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 	
Writing Genre (Samples of genres)	<ul style="list-style-type: none"> Name writing Writing graphemes CVC words Roleplay writing (writing for a purpose in role play) 	<ul style="list-style-type: none"> Writing a list Simple caption writing Letter writing (Father Christmas) Roleplay writing (writing for a purpose in role play) 	<ul style="list-style-type: none"> Labelling- Winter clothing Poster writing (WANTED poster) Roleplay writing (writing for a purpose in role play) 	<ul style="list-style-type: none"> Instruction writing (focus) Story writing Roleplay writing (writing for a purpose in role play) 	<ul style="list-style-type: none"> Writing a character description Story writing Character dialogue speech Roleplay writing (writing for a purpose in role play) 	<ul style="list-style-type: none"> Country Fact File- Spain Recount Autobiography writing Roleplay writing (writing for a purpose in role play)
Phonics (Daily Phonics sessions)	Level 1 and 2	Level 2 and 3	Level 3	Level 3 & 4	Level 4	Level 4
Maths (White Rose Maths)	<ul style="list-style-type: none"> Baseline- Getting to know you Match, sort and compare Measure and patterns It's me 1 2 3 	<ul style="list-style-type: none"> Circles and triangles 12345 Shapes with 4 sides Daily Routines 	<ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 678 	<ul style="list-style-type: none"> Length, height and time Building 9 and 10 Explore 3D shapes 	<ul style="list-style-type: none"> To 20 and Beyond First Then Now 	<ul style="list-style-type: none"> Find My Pattern On the Move
M Checkpoints	End of Autumn 1 <ul style="list-style-type: none"> Subitise to 3 Represent 1 - 3 on fingers, on a five frame and with objects Count with a one-to-one correspondence 	End of Autumn 2 <ul style="list-style-type: none"> Can subitise to 5 Understand the composition of numbers 1 to five Understand whole and part Represent 1-5 on fingers, five frames and using objects Recognise and talk about dice patterns 	End of Spring 1 <ul style="list-style-type: none"> Can talk about the different ways that amounts of 5 can be made Link subtraction facts to composition of numbers to 5 Understand whole and part Develop sense of numbers beyond 5, and can subitise to 8 	End of Spring 2 <ul style="list-style-type: none"> Confidently talk about the different ways that numbers can be made to 5 and apply this knowledge to numbers to 10 Link subtraction facts to composition of numbers to 5 and to 10 Use a ten frame confidently Recall some double facts to 10. 	End of Summer 2 <u>ELG- Number</u> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts 	

		<ul style="list-style-type: none">Understand the one more and one less than relationship between consecutive numbers	<ul style="list-style-type: none">Understand the one more and one less than relationship between consecutive numbersUnderstand odd and even patterns	<ul style="list-style-type: none">Understand the one more and one less than relationship between consecutive numbersUnderstand odd and even patterns	
RE	<ul style="list-style-type: none">MyselfWelcomeBirthdayOther Faiths	<ul style="list-style-type: none">CelebratingGatheringGrowingOther Faiths	<ul style="list-style-type: none">Good NewsFriendsThe World		
EAD Art and DT Music and dance	<u>Art</u> <ul style="list-style-type: none">British Values artworkDrawing pictures of familySelf-portraits – simple representation using paint (colour mixing)Autumn collage artworkBlack History month- African art and dancingFirework Artwork (Colour mixing)Remembrance Day Artwork (loose parts)Provision – mark making opportunities to build on mark making skillsChristmas craft	<u>Art</u> <ul style="list-style-type: none">Winter artwork (chalk)Observational drawing of own homeObservational drawings of plants and flowers- Vincent van Gogh (focus artist)SilhouettesChinese New Year & Easter craftsProvision –painting opportunities to build on painting skills <u>DT</u> <ul style="list-style-type: none">Junk modelling – Building a room in a house, and building a minibeast houseMaking birdfeedersDen buildingMaking a pinwheel that spins	<u>Art</u> <ul style="list-style-type: none">Creating an individual clay sculpture of an endangered animal and then painting it with specific colours and patterns- Pippa Hill (focus artist)Bubble painting- Creating an underwater imagePirate craftsProvision –drawing opportunities to build on drawing skills <u>DT</u> <ul style="list-style-type: none">Making London Landmark props to support the text ‘the Naughty Bus’Making individual aeroplanes out of junk modelling materialsUsing materials to build a boat that floatsDesigning and making a wool worry doll		

	<ul style="list-style-type: none"> Collage and salt dough (Diya lamps and hedgehogs) 		
	<u>Music</u> <ul style="list-style-type: none"> All about me songs – If I were a butterfly, 1,2,3 it's good to be me, Instruments, movement and dance 	<u>Music</u> <ul style="list-style-type: none"> Growing/minibeast songs – There's a worm at the bottom of the garden, Hop little bunny Instruments, movement and dance 	<u>Music</u> <ul style="list-style-type: none"> Changes/ journey songs – Instruments, movement and dance
EAD Checkpoints	<u>End of Autumn 2</u> <ul style="list-style-type: none"> Sing in a group or independently, increasingly matching the pitch and following the melody; Explore and engage in music making and dance, performing solo or in groups; Watch and talk about dance and performance art, expressing their feelings and responses, 	<u>End of Spring 2</u> <ul style="list-style-type: none"> Develop storylines in pretend play; Watch and talk about dance and performance art, expressing feelings and responses; Explore, use and refine a variety of artistic effects to express ideas and feelings; Return to and build on our previous learning, refining ideas and developing our ability represent them; Create collaboratively, sharing ideas, resources and skills. 	<u>End of Summer 2 – E.G</u> <u>Creating with Materials</u> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share our creations, explaining the process we have used; Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and teachers; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
PD	<u>Gross Motor Skills</u> <ul style="list-style-type: none"> Full of Beans (PE Specialist) Theme- Walking & Ourselves Moving in a variety of ways, using wheeled toys, window washing, brushing, tyres, visiting the park, digging, stirring and scooping objects Wellie Walk Wednesday <u>Fine Motor Skills</u> <ul style="list-style-type: none"> Pencil control, threading, pegging, tweezers, dough, cutting and scissor skills, mark making tools Drawing Club Wellie Walk Wednesday <p>Following classroom routines – dressing, toileting, hand washing, lining up</p>	<u>Gross Motor Skills</u> <ul style="list-style-type: none"> Full of Beans (PE Specialist) Theme- Moving & Jumping Moving in a variety of ways, pushing tyres, visiting the park, creating obstacle courses, using the climbing wall Using gardening tools (preparing environment for planting) – digging, raking, planting Den building Wellie Walk Wednesday <u>Fine Motor Skills</u> <ul style="list-style-type: none"> Pencil control, forming letters correctly, using scissors, small pegging, small tweezers Drawing Club Wellie Walk Wednesday <p>Following classroom routines – dressing, toileting, hand washing</p>	<u>Gross Motor Skills</u> <ul style="list-style-type: none"> Full of Beans (PE Specialist) Theme- Hands & Rackets Bats Balls and Balloons Playground games – Stuck in the mud, parachute, tag, hide and seek, duck, duck, goose, hopscotch Negotiating space while moving in a variety of ways Wellie Walk Wednesday <u>Fine Motor Skills</u> <ul style="list-style-type: none"> Refining fine motor skills – forming letters correctly, using scissors, small pegging, small tweezers Pencil control Drawing Club Using real woodwork tools – screw drivers, hammers, nails, screws Wellie Walk Wednesday

			Following classroom routines – dressing, toileting, hand washing
PD Checkpoints	<p>End of Autumn 2</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills that have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing; Progress towards a more fluent style of moving, with developing control and grace; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor; Develop small motor skills in order to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons; Further develop the skills needed to manage the school day successfully: - lining up and queuing – mealtimes. 	<p>End of Spring 2</p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming; Combine different movements with ease and fluency; Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group; Develop overall body-strength, balance, co-ordination and agility; Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming; Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball; Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>End of Summer 2 – E.L.G</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.
UTW Science Geography History	<p>Science</p> <ul style="list-style-type: none"> Exploring seasonal changes Autumn to Winter Observing states of matter-melting Looking at our bodies (brain, heart, bones) Investigating light/dark shadows Growth and change Wellie Walk Wednesday- Routines, exploring our surroundings, observing changes in environment <p>Geography</p> <ul style="list-style-type: none"> Wellie Walk Wednesday- Routines, exploring our surroundings Exploring religion across the world <p>History</p> <ul style="list-style-type: none"> Talking about our own life stories and families Comparing families in the past and now through the use of photographs Talking about people who help us in the community (Firefighters, Police) 	<p>Science</p> <ul style="list-style-type: none"> Exploring seasonal changes – Winter to Spring Observing states of matter- freezing Buildings and materials – testing waterproof materials Exploring lifecycles of insects and plants Minibeasts Labelling farm animals (Mothers and their young) Wellie Walk Wednesday- Observing changes in environment, caring for animals, talking about hibernation and animal habitats <p>Geography</p> <ul style="list-style-type: none"> Exploring different cultures- similarities and differences between Chinese and African culture and ours (musical instruments, music, families, food) Researching how we can look after our planet, Earth Reading and understanding simple maps <p>History</p> <ul style="list-style-type: none"> Exploring past and present in local area Handling artefacts from houses in the past (Talking about changes in technology in the home over time) 	<p>Science</p> <ul style="list-style-type: none"> Exploring seasonal changes- Spring to Summer Wellie Walk Wednesday- observing changes in environment and investigating shadows Animal habitats- Endangered and extinct Investigating floating and sinking objects <p>Geography</p> <ul style="list-style-type: none"> Learning about Endangered and Extinct Animals, and deforestation Answering the question of, <i>“What is a rain forest?”</i> Discussing how we can look after our planet Earth (recycling, saving electricity and water, etc.) Exploring Spanish culture- similarities and differences between Spanish and ours (locating countries on a map, sampling food and music.) Wellie Walk Wednesday- Developing orienteering and map reading skills, and building shelters <p>History</p>

	<ul style="list-style-type: none"> • Traditions and celebrations (Birthdays, Bonfire Night, Christmas, Diwali, Hannukah) • Remembrance Sunday 	<ul style="list-style-type: none"> • Talking about people who help us in the community (Doctors, nurses, dentists) 	<ul style="list-style-type: none"> • Comparing transport in the past and now using various research methods (photographs, technology, books) • Creating a timeline of our year in Reception class
UTW Checkpoints	<u>End of Autumn 2</u> <ul style="list-style-type: none"> • Talk about members of their immediate family and community; • Name and describe people who are familiar to us; • Comment on images of familiar situations in the past; • Compare and contrast characters from stories, including figures from the past; • Draw information from a simple map. 	<u>End of Spring 2</u> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries; • Explore the natural world around us; • Describe what we see, hear and feel whilst outside; • Recognise some environments that are different to the one in which we live; • Understand the effect of changing seasons on the natural world around us; • Understand that some places are special to members of our community; • Recognise that people have different beliefs and celebrate special times in different ways. 	<u>End of Summer 2– ELG</u> <u>Past and Present</u> <ul style="list-style-type: none"> • Talk about the lives of the people around us and their roles in society; • Know some similarities and differences between things in the past and now, drawing on our experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> <ul style="list-style-type: none"> • Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on our experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. <u>The Natural World</u> <ul style="list-style-type: none"> • Explore the natural world around us, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around us and contrasting environments, drawing on our experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Technology	<ul style="list-style-type: none"> • Using 2simple software – using a mouse and keyboard • IWB • Exploring technological toys and ‘real’ technology such as phones and cameras 	<ul style="list-style-type: none"> • Navigating beebots around a map • IWB • Using iPads to record/use for a purpose • Using 2simple software – using mouse and keyboard 	<ul style="list-style-type: none"> • Using the internet to find out about endangered animals • IWB • Visiting the ICT suite – logging on
Happy Healthy Me			

PSED	<ul style="list-style-type: none">• Classroom rules• Exploring our likes and dislikes• Friendships and feelings• Understanding, recognising, and managing emotions• Understanding how it feels to belong, and that we are similar and different• Exploring families and traditions• Talking about people who help us	<ul style="list-style-type: none">• Learning what being responsible means (rules, keeping healthy and being safe)• Exploring differences and similarities between cultures/religions/beliefs/traditions/celebrations• Talking about people who keep us safe	<ul style="list-style-type: none">• Exploring ways, we can keep animals warm during wintertime• Exploring differences and similarities between cultures/religions/beliefs/traditions• Knowing how to accept others' ideas• Continuing to develop relationships with others, manage own feelings, show resilience, and persevere in the face of challenge	<ul style="list-style-type: none">• Learning what being responsible means (rules, keeping healthy and being safe)• Setting goals• Continue to develop relationships with others, manage own feelings, show resilience, and persevere in the face of challenge	<ul style="list-style-type: none">• Looking after living things, taking care of others, actions and consequences• Continue to develop relationships with others, manage own feelings, show resilience, and persevere in the face of challenge• Setting goals	<ul style="list-style-type: none">• Talk about changes (changing year groups, growing up etc.) and how we can learn strategies to manage them• Being independent and resilient• Setting goals
PSED Checkpoints	<p><u>End of Autumn 2</u></p> <ul style="list-style-type: none">• Build constructive and respectful relationships;• Express their feelings and consider the feelings of others;• Identify and moderate own feelings socially and emotionally.• Manage own needs. - Personal hygiene;• Know and talk about the different factors that support our overall health and wellbeing: - sensible amounts of 'screen time,	<p><u>End of Spring 2</u></p> <ul style="list-style-type: none">• See ourselves as a valuable individual;• Show resilience and perseverance in the face of challenge;• Think about the perspectives of others;• Know and talk about the different factors that support our overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - having a good sleep routine - being a safe pedestrian.	<p><u>End of Summer 2 – ELG</u></p> <p><u>Self-Regulation</u></p> <ul style="list-style-type: none">• Show an understanding of own feelings and those of others, and begin to regulate behaviour accordingly;• Set and work towards simple goals, being able to wait for what we want and control our 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. <p><u>Managing Self</u></p> <ul style="list-style-type: none">• 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;			

					<ul style="list-style-type: none">Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships <ul style="list-style-type: none">Work and play cooperatively and take turns with others;Form positive attachments to adults and friendships with peers;Show sensitivity to own and to others' needs	
PSHE	Marvellous Me	Good to be me	Working Together	Relationships	Being Responsible	Say NO to Bullying Changes
Equality	To say what I think - You Choose	To understand that it is okay to like different things - Red Rockets ad Rainbow Jelly	To make friends with someone different – Blue Chameleon	To understand that all families are different – The Family Book	To celebrate my family – Mommy, Mama and Me	
RSE	We are all unique					

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