

EYFS Term	Autumn	Spring	Summer
<p>Theme</p> <p>N.C PoS</p>	<p>-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.</p> <p>-Develop their sense of responsibility and membership of a community.</p> <p>-Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>-Show more confidence in new social situations.</p> <p>-See themselves as a valuable individual.</p> <p>-Build constructive and respectful relationships.</p> <p>-Express their feelings and consider the feelings of others.</p> <p>ELG's</p> <p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Work and play cooperatively and take turns with others.</p>	<p>-Play with one or more children, extending and elaborating play ideas.</p> <p>-Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>-Do not always need an adult to remind them of a rule.</p> <p>-Show resilience and perseverance in the face of challenge.</p> <p>-Identify and moderate their own feelings socially and emotionally.</p> <p>ELG's</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Form positive attachments to adults and friendships with peers.</p>	<p>-Develop appropriate ways of being assertive.</p> <p>-Talk with others to solve conflicts.</p> <p>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>-Begin to understand how others might be feeling.</p> <p>-Think about the perspectives of others.</p> <p>-Manage their own needs.</p> <p>ELG's</p> <p>-Give focussed 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> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>-Show sensitivity to their own and others' needs.</p>
<p>Cross curricular</p>	<p>OTW</p> <p>Has a sense of own immediate family and relations. (Beginning to have their own friends.)</p> <p>Enjoy joining in with family customs and routines.</p> <p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>(Remembers and talks about significant events in their own experience.)</p>	<p>CL</p> <p>Listens to others one to one or in small groups, when conversation interests them</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Links statements and sticks to a main theme or intention. Uses talk to organise.</p>	<p>PD</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>
<p>Skills to be covered</p>	<p>To Establishing rules and routines</p> <p>To understand why we have rules</p> <p>To understand feelings and how to help themselves</p> <p>To understand the process of sharing</p> <p>To understand the people who are important to them</p> <p>To understand how we keep healthy</p>	<p>To be able to describe my own achievements.</p> <p>To describe how I feel.</p> <p>To understand what a goal is</p> <p>To set own goals</p> <p>To understand how to achieve</p> <p>To understand similarities and differences in abilities</p>	<p>To understand feeling such as worried, anxious, scared and how to overcome these</p> <p>To understand how to resolve conflicts</p> <p>To understand what is a good relationship</p> <p>To be able to talk about changes and the feelings that evokes</p>
<p>Resources (Texts/ Visual Resources)</p>	<p>Colour Monster</p> <p>Super Duper You</p> <p>What makes me me</p> <p>The Great Big Book of Families</p>	<p>Colour Monster</p> <p>The Lion Inside</p> <p>Super Duper Me</p> <p>Zog</p>	<p>Ten Seeds</p> <p>The Tiny Seed</p> <p>Stroll through the Seasons</p> <p>The Way Back Home</p>