

EYFS – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Teacher notes / resources
Autumn 1 What makes me special?	Health and Wellbeing PSED 3 & 4 year olds <ul style="list-style-type: none"> - Talk about their feelings. - Show more confidence in new social situations. - Develop appropriate ways of being assertive. PSED Reception <ul style="list-style-type: none"> - Express their feelings - Show resilience and perseverance in the face of challenge. - See themselves as a valuable individual - Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> • How to express their individuality and consider the differences between themselves and others. • What makes them special. • How to be resilient and overcome challenges they may see in day-to-day life. • Consider their feelings and emotions and how they can manage these in real life contexts. 	http://downloads.bbc.co.uk/tv/pudsey/3-5-What-makes-us-special-plan.pdf https://www.brierleyforestprimary.co.uk/what-makes-me-special-autumn-1-1/ https://www.twinkl.co.uk/resource/tf-or-43-we-are-all-different-what-makes-you-special-powerpoint
Autumn 2 What can I do to be kind?	Relationships PSED 3 & 4 year olds <ul style="list-style-type: none"> - Begin to understand how others might be feeling - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Help find solutions to conflicts and rivalries. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. PSED Reception <ul style="list-style-type: none"> - Build constructive and respectful relationships. - Consider the feelings of others - Think about the perspectives of others - Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> • Consider the emotions of themselves and others and how they can help someone who may be unhappy. • Gain confidence in interacting with others and involving children in their games. • Consider how to solve conflicts in games and other contexts. • Consider how conflicts and rivalries affect the feelings and emotions of others. • Discuss what makes a good friend. 	https://www.twinkl.co.uk/resource/t-t-2548966-eyfs-all-about-kindness-powerpoint https://www.earlyyearseducator.co.uk/features/article/building-the-concept-of-kindness-into-nursery-life https://www.tes.com/teaching-resources/blog/resolving-conflict-collection

<p>Spring 1</p> <p>How can we look after each other?</p>	<p>Relationships</p> <p>PSED 3 & 4 year olds</p> <ul style="list-style-type: none"> - Begin to understand how others might be feeling - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Help find solutions to conflicts and rivalries. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. <p>PSED Reception</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. - Consider the feelings of others - Think about the perspectives of others - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - 	<ul style="list-style-type: none"> • Consider the feelings of others when decision making in games and other contexts. • Discuss how to involve children as a group in games and activities. • Discuss how we can be respectful to children and adults. • Consider how others feel in particular situations and conflicts. • Discuss good and bad ways to solve conflicts and deal with issues they may be faced with. • Consider how we are kept safe and how adults help us to keep safe. 	<p>https://education.gov.scot/improvement/scotland-learns/themed-learning-activities/week-2-activity-4-helping-others-early-years-and-primary-1/</p> <p>https://www.everyschool.co.uk/pshe-foundation-caring-for-others.html</p> <p>https://www.caringtogether.org/wp-content/uploads/2019/07/Young-Carers-Awareness-EYFS-KS1-Resource-Pack.pdf</p> <p>https://www.everyschool.co.uk/pshe-foundation-keep-safe-and-healthy.html</p>
<p>Spring 2</p> <p>What is my community?</p>	<p>Living in the Wider World</p> <p>PSED 3 & 4 year olds</p> <ul style="list-style-type: none"> - Develop their sense of responsibility and membership of a community. - Becoming more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. <p>PSED Reception</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. - Consider the feelings of others - Think about the perspectives of others 	<ul style="list-style-type: none"> • Understand what a community is. • Understand the context of their community and the school community. • Consider the range of people we see in a community and their similarities and differences. • Discuss people that they come into contact with in their own community. • Understand how to be an integral part of a community. • Discuss people in the community that help and support us. 	<p>https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-uw-people-communities</p> <p>https://my.optimus-education.com/sites/optimus-education.com/files/attachments/articles/uw_people_and_communities.pdf</p> <p>https://www.twinkl.co.uk/resources/communication-and-language-early-years-age-2-5-parents/living-in-the-wider-world-early-years-0-5-parents/people-families-and-communities-understanding-the-world-early-years-age-2-5-parents</p>

<p>Summer 1</p> <p>What can I do to stay clean and healthy?</p>	<p>Health and Wellbeing</p> <p>PSED 3 & 4 year olds</p> <ul style="list-style-type: none"> - 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. - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. <p>PSED Reception</p> <ul style="list-style-type: none"> - Manage their own needs. - Identify and moderate their feelings both socially and emotionally. 	<ul style="list-style-type: none"> • Consider what rules they follow in terms of cleanliness and hygiene. • Understand the importance of healthy eating. • Understand the importance of being active. • Discuss the things that they do to stay clean and healthy without reminders. • Understand the difference between wants and needs. 	<p>https://www.teachingideas.co.uk/site/default/files/albanyeyfslessonplans_0.pdf</p> <p>https://www.twinkl.co.uk/resources/early-years-physical-development/early-years-healthy-living/early-years-hygiene</p> <p>https://campaignresources.phe.gov.uk/schools/resources/our-healthy-year-reception-toolkit</p> <p>https://www.twinkl.co.uk/resource/cfe-c-021-needs-and-wants-activity</p>
<p>Summer 2</p> <p>What are rules and routines?</p>	<p>Living in the Wider World</p> <p>PSED 3 & 4 year olds</p> <ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. <p>PSED Reception</p> <ul style="list-style-type: none"> - Managing their own needs - Think about the perspectives of others 	<ul style="list-style-type: none"> • Consider school rules and routines and how these might be different to home. • Understand how routines help us with our daily life. • Understand rules in a wider context. • Discuss why rules keep us safe. • Discuss how rules and routines may change in the transition to their next year group. 	<p>https://www.lcp.co.uk/product/pshe-eyfs-ks1-sample-lesson-the-meaning-of-rules/</p> <p>https://www.twinkl.co.uk/resource/early-years-daily-routine-and-activity-ideas-t-tp-2549387</p> <p>https://classroomsecrets.co.uk/free-eyfs-ordering-a-daily-routine-iwb-activity/</p> <p>https://www.twinkl.co.uk/resource/supporting-transition-from-reception-to-year-1-mapping-curriculum-objectives-tf-pa-2548581</p>