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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage  ***Marvellous Me***  Lesson 1 | ***Share your own Marvellous me! board with the children. Explain that a Marvellous me! board can show other people the things that are special to them. Show how the board has different sections to complete.***  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. | Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do. |
| Engage  ***Find a Friend***  Lesson 2 | ***Encourage the children to skip around a space. On a signal, such as a shake of a tambourine, the children who have a photograph will need to find the person in their photograph. Ask them to stand with their new friend and introduce themselves.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Engage  ***Games***  Lesson 3 | ***Put out a range of jigsaws of different complexities. Invite the children to choose a friend to work with. Explain that they need to choose a jigsaw to complete with their friend.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Engage  ***Emergency Services***  Lesson 4 | ***Set up a small world Tuff Tub with a people who help us theme. Include vehicles and objects linked to the emergency services for children to explore.***  Form positive attachments to adults and friendships with peers | Build constructive and respectful relationships and talk about the special people in their lives and why they are important. | Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers.  There are people in our community who help us including doctors, nurses, the police and fire service. |

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Subject Leader planning - Personal, Social, Emotional Development

Be Brave, Be Curious, Be Kind

**Autumn 1 – Cycle A - EYFS**

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage  ***The Lion and the Mouse***  Lesson 5 | ***Read Aesop’s fable The Lion and the Mouse to the children. After reading, ask them to consider how the characters helped each other and to think of words that describe the two characters.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Select vocabulary and pictures to express their feelings and consider the feelings of others. | Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. |
| Develop  ***Something Special***  Lesson 6 | ***Ask the children to bring in something from home that is special to them. In circle time or small groups, encourage the children to explain why they have brought the item and why it is special to them.***  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. | Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do.  We are all special and unique. |
| Develop  ***Get Dressed***  Lesson 7 | ***Offer washing baskets filled with clothes that have zips, buttons, press studs and ties for the children to dress up in and fasten. Observe what the children can do independently and where they need help.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Look after basic hygiene and personal needs and talks about the importance of good oral health. | Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. |
| Develop  ***Someone Special***  Lesson 8 | ***Read the stories, My Mum by Anthony Browne and Superhero Dad by Timothy Knapman to stimulate conversations about people who help the children at home.***  Form positive attachments to adults and friendships with peers. | Build constructive and respectful relationships and talk about the special people in their lives and why they are important. | Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers.  All families are unique, some things we do are similar and some are different. |

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Subject Leader planning - Personal, Social, Emotional Development

Be Brave, Be Curious, Be Kind

**Autumn 1 – Cycle A - EYFS**

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Let’s Be Friends***  Lesson 9 | ***Invite the children to sit around a friendship tree. Hang laminated Friendship word cards on the tree that include questions about friendship.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Develop  ***Parachute Games***  Lesson 10 | ***To play a range of parachute games with the children. Before playing the games, explain that they will need to listen carefully to the instructions.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Understand that they must wait for their turn to use equipment or take part in activities. |  |
| Develop  ***Same and Different***  Lesson 11 | ***Explore similarities and differences between the children, including eye and hair colour, height and age. Challenge them to work in pairs and find similarities and differences between them.***  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. | Listen carefully in a range of situations and is aware of the importance of listening. | Everyone is different and special.  There might be things that make them similar or different to others, including their appearance or things they like to do. |
| Develop  ***Friendship Cafe***  Lesson 12 | ***Set up a snack table as a role play café with a variety of healthy snacks. Invite the children to come to the café with a friend. Encourage them to share the food, pass plates and ask each other what they would like to eat.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Talk about what constitutes a healthy lifestyle. | Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene. |

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Subject Leader planning - Personal, Social, Emotional Development

Be Brave, Be Curious, Be Kind

**Autumn 1 – Cycle A - EYFS**

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Dough Gym***  Lesson 13 | ***Invite the children to come to the 'dough gym' with a friend. Start the gym session with music and use the Dough gym teacher information, asking the children to follow your instructions.***  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. | Listen carefully in a range of situations and is aware of the importance of listening. |  |
| Develop  ***Teddy Bear Hospital***  Lesson 14 | ***Invite the children to come and play in the role play area. Provide each child with a Poorly teddy bear template and explain that they are going to be doctors in the hospital and help the teddies.***  Know that some household products, including medicine can be harmful. | Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly. | Some household products need to be kept out of reach or only used by adults, as they can be harmful if not used properly. |
| Innovate  ***Helping Bear Step 2***  Lesson 15 | ***Tick the boxes to show the things that Bear could do to be more friendly and helpful to the other toys.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Enhanced Provision  ***Cycle Fun***  Lesson 16 | ***Provide a selection of ride on vehicles for the children to use.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |

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Subject Leader planning - Personal, Social, Emotional Development

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**Autumn 1 - EYFS – Cycle A**

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**Autumn 1 - EYFS – Cycle A**

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| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Hibernating Hedgehogs***  Lesson 1 | ***Demonstrate the movements for each card. For example, 'Jump, rabbits' means that the children should jump with both feet around the space, 'Scurry, mice' means that they should dash around on their tiptoes and 'Hibernate, hedgehogs' means that they should curl up tightly into a small ball and stay still.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |

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**Autumn 2 - EYFS – Cycle A**

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| **Once Upon a Time** | **Learning Objective** | **Skills** | **Knowledge** |
| Memorable Experience  ***Fairy Tale Magic***  Lesson 1 | ***Arrange for the children to watch a pantomime based on a familiar fairy tale, such as Cinderella.***  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. | Listen carefully in a range of situations and is aware of the importance of listening. |  |
| Engage  ***Fairy Tale Snap***  Lesson 2 | ***Offer a small group of children the Fairy tale snap picture cards. Model how to play snap and join in with the children as they play.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Develop  ***Its my Bridge***  Lesson 3 | ***Read or tell the story of The Three Billy Goats Gruff. Encourage the children to join in with repeated refrains in the story, including 'trip, trap, trip, trap' and 'Who's that trip-trapping over my bridge?' Talk to the children about the behaviour of the goats and the troll.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Select vocabulary and pictures to express their feelings and consider the feelings of others. | Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. |
| Develop  ***Over the River***  Lesson 4 | ***Chalk a river on the ground of an outdoor space and provide a variety of resources to be used as stepping stones. Challenge the children to use the provided resources to make a path across the 'river' and try to cross without 'falling in'.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |

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Subject Leader planning - Personal, Social, Emotional Development

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**Autumn 2 - EYFS – Cycle A**

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| **Once Upon a Time** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Perfect Porridge***  Lesson 5 | ***Talk to the children about what they eat for breakfast and why it is important to eat a healthy breakfast at the start of the day. Show the children the ingredients and equipment they will need to make porridge.***  Explain the reasons for rules, know right from wrong and try to behave accordingly. | Follow rules and instructions to keep safe. | Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food. |
| Develop  ***Sleeping Dragons***  Lesson 6 | ***Sit in a circle and choose one child to sit in the middle to be the sleeping dragon. Blindfold the dragon and surround them with jewels and treasure. Let the children take turns to take a piece of treasure without waking the dragon.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Enhanced Provision  ***Trails***  Lesson 7 | ***Make a Hansel and Gretel trail by using stale bread. Lead the children up and down stairs and over, under and around equipment. Ask, ‘Where do you think the trail will lead us?’ Provide obstacle course equipment for the children to create trails.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |

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**Autumn 2 - EYFS – Cycle A**

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| **Sparkle and Shine** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Dress up***  Lesson 1 | ***Offer sparkly fabric, bulldog clips, ribbons and belts for the children to make costumes. Add a range of costume jewellery, such as beads, rings and bracelets.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Enhanced Provision  ***Thread it***  Lesson 2 | ***Provide a basket full of sparkly and shiny ribbons and shoe laces. Add beads or baubles for threading.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |

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Subject Leader planning - Personal, Social, Emotional Development

**Spring 1 - EYFS – Cycle A**

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| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Owl Babies***  Lesson 1 | ***Read the story Owl Babies by Martin Waddell or watch the Owl Babies picture book animation on YouTube. Discuss how the owl babies are feeling at different points in the story.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Select vocabulary and pictures to express their feelings and consider the feelings of others. | Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. |
| Develop  ***Clean Teeth***  Lesson 2 | ***Provide four hard-boiled eggs, plastic cups, egg cups, cola, fruit juice, sugary squash, water, toothbrushes and toothpaste. Submerge the eggs in plastic cups filled with each of the four liquids and leave them overnight or over a weekend. Encourage the children to predict what might happen to the shell of each egg.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Look after basic hygiene and personal needs and talks about the importance of good oral health. | Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. |
| Develop  ***Ready for Bed!***  Lesson 3 | ***Play a version of the traditional game 'Captain's deck', replacing the usual commands with bedtime-themed alternatives. Children could move around a space until they hear commands, such as 'clean your teeth', 'wash your face', 'climb the stairs' and 'brush your hair'.***  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. | Listen carefully in a range of situations and is aware of the importance of listening. |  |
| Innovate  ***Teddy Bear Can’t Sleep***  ***Step 2***  Lesson 4 | ***Explain why it is important to clean your teeth before bed.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Look after basic hygiene and personal needs and talks about the importance of good oral health. | Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. |



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**Spring 1 - EYFS – Cycle A**

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| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Innovate  ***Teddy Bear Can’t Sleep***  ***Step 5***  Lesson 5 | ***Tick two things that might help Tessy get to sleep.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Talk about what constitutes a healthy lifestyle. | Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene. |
| Enhanced Provision  ***Galaxy Bottles***  Lesson 6 | ***Create galaxy sensory bottles for the children to explore by pouring equal quantities of baby oil and water mixed with a couple of drops of blue or black food colouring into a plastic bottle.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Select vocabulary and pictures to express their feelings and consider the feelings of others. | Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. |
| Enhanced Provision  ***Alien Space Hoppers***  Lesson 7 | ***Provide the children with 'alien space hoppers' and a variety of obstacles to bounce around and avoid in outer space.***  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***.*** | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |
| Enhanced Provision  ***To Infinity and Beyond***  Lesson 8 | ***Create a space role play area outside with jet packs and rockets for the children to explore. Add obstacle course equipment for them to climb over, under and through as they go on their space journeys and adventures.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |



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**Spring 1 - EYFS – Cycle A**

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| **Winter wonderland** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Winter Dress Up***  Lesson 1 | ***Create an outside dress up area with a variety of hats, gloves, scarves and coats for the children to try on. Display a full-length mirror in which the children can see themselves wearing the different outfits.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |



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**Spring 1 - EYFS – Cycle A**

**Spring 2 - EYFS – Cycle A**

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Cave Baby’s Journey***  Lesson 1 | ***Focus on the different animals in the story Cave Baby and discuss the words used to describe their appearances and movements, such as lurking tiger and leaping hare. Take the children to a large indoor space and explore together how the different animals from the story would move.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |
| Develop  ***Modern Dinosaurs***  Lesson 2 | ***Ask the children the question 'Do dinosaurs still exist?' Allow them to discuss their answers, then watch and listen to the Do dinosaurs still exist? presentation. Discuss the information in the presentation and encourage the children to describe the animals they have seen.***  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. | Listen carefully in a range of situations and is aware of the importance of listening. | Birds are the closest living relatives to dinosaurs.  Other reptiles, such as turtles and crocodiles, were alive at the same time as dinosaurs, as well as insects and fish. |
| Develop  ***Tyrannosaurus Drip***  Lesson 3 | ***Invite the children to talk about how the different dinosaurs behaved in the story and discuss how we are all different. Ask the question 'If a dinosaur came to visit, what would it need to know so that it could follow our class rules?'***  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Show sensitivity to their own and to others’ needs. | Identify and moderate their feelings socially and emotionally and ask for help when they need it. | Know who to ask for help when they need it.  Carnivores are animals that eat other animals.  Herbivores are animals that eat plants. |



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**Spring 2 - EYFS – Cycle A**

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Spikes, Plates and Horns***  Lesson 4 | ***'Why do you think these dinosaurs have spikes, plates and horns?' Encourage the children to offer their ideas and support them to listen to each other and build on their friends' ideas. Explain that they are going to work as a team to design a dinosaur that could protect itself from a meat-eating dinosaur.***  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. | Listen carefully in a range of situations and is aware of the importance of listening. | Some dinosaurs had spikes, plates and horns. These features were used for protection from predators. |
| Enhanced Provision  ***Fossil Finders***  Lesson 5 | ***Put damp sand in a deep plastic tray. Hide toy dinosaurs in the sand and freeze overnight. Provide the children with brushes and lollipop sticks to excavate the dinosaurs from the frozen sand. Encourage the children to work together to get the dinosaurs out safely.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Enhanced Provision  ***Cross the Lava***  Lesson 6 | ***Provide the children with planks, log slices, blocks and crates. Explain that the floor is hot lava and they need to find a way of crossing without touching the floor.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |



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**Spring 2 - EYFS – Cycle A**

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| **Puddles and Rainbows** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Colour Monster***  Lesson 1 | ***Encourage the children to talk about the different emotions the colour monster is feeling and explore times when they feel those emotions.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Select vocabulary and pictures to express their feelings and consider the feelings of others. | Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. |
| Enhanced Provision  ***Coloured Mud***  Lesson 2 | ***Colour compost with ready-mixed paint and add it to the mud kitchen. Provide pine cones, leaves, twigs, spades, scoops, wooden spoons and large buckets for messy mixing fun.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Enhanced Provision  ***Making Colour Monster***  Lesson 3 | ***Provide red, green, yellow, blue, black and pink play dough, googly eyes and pipe cleaners. Display the sign 'Can you make a colour monster?'***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Select vocabulary and pictures to express their feelings and consider the feelings of others. | Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. |



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**Summer 1- EYFS – Cycle A**

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Little box of Sunshine***  Lesson 1 | ***'Here is a little box of sunshine to brighten up your day.' Open the box and invite the children to explore the objects and talk about how they make them feel. Ask the children what they would put in a sunshine box to make them feel happy.***  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. | Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do. |
| Develop  ***Safe in the Sun***  Lesson 2 | ***Watch the Safe in the sun video. Encourage the children to talk about the ways that they can stay safe in the sun. Work with the children in small group to make a 'safe in the sun' poster on a large sheet of paper by asking the children to draw pictures to show different ways to stay safe in the sun.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Talk about why it is important to stay safe in the sun. | Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. |
| Develop  ***Plant it!***  Lesson 3 | ***Revisit the children's garden plans they made for the community garden. Use the plans to plant your garden together. Provide compost, planters, pots, trowels, seeds, plants and watering cans for the children to use as they work together to plant the garden***.  Explain the reasons for rules, know right from wrong and try to behave accordingly. | Follow instructions when in different environments and when handling simple equipment, such as scissors. | Rules help to keep us safe in different environments and when using certain equipment.  Plants need air, sunlight, warmth, water and nutrients from soil to grow. |
| Develop  ***What’s Missing?***  Lesson 4 | ***Display a variety of gardening-related items, including a fork, trowel, watering can, gardening gloves, seed packet, plant pot, seed tray, ball of string, plant labels and seed catalogue. Invite the children to name the equipment.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Understand that they must wait for their turn to use equipment or take part in activities. |  |



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**Summer 1- EYFS – Cycle A**

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Innovate  ***Planning a Picnic Step 3***  Lesson 5 | ***Explain why you will need to take drinks with you on your picnic.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Look after basic hygiene and personal needs and talks about the importance of good oral health. | Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. |
| Innovate  ***Planning a Picnic Step 5***  Lesson 6 | ***Describe three ways to stay safe in the sun.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Talk about why it is important to stay safe in the sun.  Describe three ways to stay safe in the sun. | Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. |
| **Shadows and Reflections** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***How do you feel?***  Lesson 1 | ***Talk about how their faces change with different emotions.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Select vocabulary and pictures to express their feelings and consider the feelings of others. | Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. |
| Develop  ***My Shadow***  Lesson 2 | ***Show the children the My Shadow video. The video is a reading of the first two verses of the poem My Shadow by Robert Louis Stevenson.***  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. | Listen carefully in a range of situations and is aware of the importance of listening. |  |
| Enhanced Provision  ***Fancy Dress***  Lesson 3 | ***Provide a variety of fancy dress outfits for the children to wear.***  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. | Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do. |



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**Summer 2- EYFS – Cycle A**

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage  ***Let’s Travel***  Lesson 1 | ***Take the children to a large outdoor or indoor space. Play various games, to encourage the children to move and travel in various directions and speeds.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |
| Develop  ***Let’s Play***  Lesson 2 | ***Teach the children the Italian board game Mulinello Quadrupio.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Enhanced Provision  ***Mini Olympics***  Lesson 3 | ***Set up a racing track in a large outdoor space. Offer small hurdles for the children to jump over. Provide a timer for children to monitor and record how fast they can run around the track.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |
| Enhanced Provision  ***Road Safety***  Lesson 4 | ***Chalk a road in an outdoor space. Add stop signs, traffic lights and a zebra crossing. Provide ride on vehicles for the children to travel along the road.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |



Be Brave, Be Curious, Be Kind

Subject Leader planning - Personal, Social, Emotional Development

**Summer 2- EYFS – Cycle A**

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| **Splash!** | **Learning Objective** | **Skills** | **Knowledge** |
| Memorable Experience  ***Splish, Splash!***  Lesson 1 | ***Encourage the children to paddle and move their bodies in the shallow water. Provide water toys for the children to play with and find out which ones float or sink***.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Know which adults look after them and who to tell if they feel worried or scared. | Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence. | Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel sad, scared or worried. |
| Develop  ***Clean up!***  Lesson 2 | ***Talk to the children about handwashing and ask them to explain why it is important. Explain that even if their hands don't look dirty, they can still have invisible germs on them.***  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Wash and dry hands regularly and say why this is important. | Washing and drying their hands, especially after using the toilet and before eating, helps stop the spread of harmful germs. |
| Express  ***Stay and Play***  Lesson 3 | ***Display photographs of the children enjoying the project's different activities. Invite the children to talk about their favourite activities and why they liked them. Plan a stay and play session with the children and invite parents and carers to come into school and join in.***  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge***.*** | See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. | Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do. |



Subject Leader planning - Personal, Social, Emotional Development

Be Brave, Be Curious, Be Kind

**Transition weeks - EYFS – Cycle A**

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| **Moving On!** | **Learning Objective** | **Skills** | **Knowledge** |
| Memorable Experience  ***Moving on!***  Lesson 1 | ***Arrange for a visit for the children to see their Year 1 classroom and teachers.***  Know which adults look after them and who to tell if they feel worried or scared. | Name and describe the trusted adults in their lives. | Trusted adults include parents, carers, friends, family and other people who help us. |
| Develop  ***Remembering our experience***  Lesson 2 | ***Display the photographs from the memorable experience and invite the children to talk about the Year 1 teachers, the classroom, the activities they enjoyed and any worries or concerns they have.***  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | Select vocabulary and pictures to express their feelings and consider the feelings of others. | Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. |
| Innovate  ***My Year***  Lesson 3 | ***Provide each child copies of the My year in Reception writing frame, colouring pencils, sound mats, glue sticks and an A5 photograph of themselves. Go through the booklet with the children and support them to fill in each page.***  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. | Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do. |
| Enhanced Provision  ***Water Runs***  Lesson 4 | ***Offer a range of pipes, connectors and guttering for the children to work together to create water runs.***  Explain the reasons for rules, know right from wrong and try to behave accordingly. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |
| Enhanced Provision  ***Build a Course***  Lesson 5 | ***Provide obstacle course equipment and challenge the children to work as a team to create obstacle courses.***  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. | Move confidently in a range of ways and safely negotiate space, obstacles and terrains. |  |
| Enhanced Provision  ***Giant Marble Run***  Lesson 6 | ***Challenge the children to work as a team to create a large marble run using the equipment.***  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others. | Play cooperatively with others and take turns. | It is important to share resources and take turns in order to get on with others. |

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| **Key Vocabulary**  Environment – care, help, instruction, job, team, tidy, care, compost, environment, clean, environmentally friendly, help, litter, litter picker, planet, protect, tidy, wildlife.  Significant people **–** auntie, brother, community, cousin, dad, doctor, emergency service, family, fire service, firefighter, friend, grandad, grandma, grandpa, grandparent, granny, help, job, mum, nurse, paramedic, parent, police, sibling, sister, special, step parent, teacher, uncle, unique, work.  Healthy Lifestyle **–**  café, cereal, food, fruit, healthy, hygiene, milk, snack, vegetable, water, health, sleep, clothing, fan, hot, hydrate, protect, safety, shade, sun cream, sun hat, sunburn, sunglasses, sunshine.  Personal hygiene – clean, dirty, dress, fasten, germ, handwash, hygiene, brushing, teeth, clean, dentist, healthy, toothbrush, toothpaste, unhealthy.  Life changes **-** change, family, grow, married, playgroup, school, work, independent, transition.  Physical development – adult, baby, change, child, crawl, family, grow, jump, play, run, talk, teenager, toddler, walk, ability, achieve, appearance, develop, growing up, growth, skill.  Speaking, listening and sharing – care, communicate, friend, friendly, helpful, instruction, introduce, kind, listen, play, rule, share, wait, cooperate, listen, patient, quiet, speak, talk, idea, discuss, ideas, team, encourage, together.  Vocabulary – angry, behaviour, brave, emotion, feeling, happy, helpful, pose, sad, action, choice, help, sad, upset, cross, scared, unhappy, behaviour, kindness, respect, rule, afraid, anger, calm, calmness, colour, confused, excited, fear, feeling, happiness, love, peace, sadness, unfair, bored, frightened, sleepy, surprised, thoughtful, worried, concern, enjoy, excitement, transition.  Consumers – medicine.  Relationships – brother, care, community, family, friend, help, job, school, sister, special, teacher, unique, work, carer, classmate, staff.  Diversity – community, different, emergency service, job, keyworker, local, same, similar, special, unique, clothes, community, daytime, emergency services, job, night time, work, different, outfit, compare, favourite, like, ability, achievement, concern, difficulty, enjoyable, excitement, feeling, friend, improve, interest, positive, skill, special, strength, worry.  Place in the world – community, difference, Bonfire Night, Chinese New Year, Christian, Christingle, Christmas, Diwali, God, Halloween, Hanukkah, Hindu, Jesus, Jewish, autumn, candle, celebration, ceremony, dark, decoration, different, diva lamp, event, family, festival, festive, friend, gift, goddess Lakshmi, lantern, light, menorah, outfit, party, present, similar, special, special clothes, special food, tradition, winter, building, class, community, country, culture, different, dislike, diverse, diversity, family, flag, food, friendship, heritage, landmark, like, local, meal, multi-ethnic, positive, relative, same, school, special, united, world, worship.  Unacceptable behaviour – action, behaviour, choice, feeling, sad, upset, kindness, respect, rule.  Issues, evidence and ideas – behaviour, kindness, respect, rule, growing up, transition.  Well-being – breathe, calm, music, listen, rule, safety, understand.  Setting goals – dislike, enjoy, like, share, try.  Rights of others |