

Burradon Community Primary School
Early Years Foundation PSHCE Curriculum

EYFS FS2: Green FS1: Grey 0-3: Blue	Connections and Contexts	Personal, Social and Emotional Development	Understanding the World
Summer 2		<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Show more confidence in new social situations.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Draw information from a single map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all your senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>
Summer 1		<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Show more confidence in new social situations.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p>	<p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore natural materials, indoors and outside.</p>
EYFS FS2: Green FS1: Grey 0-3: Blue	Connections and Contexts	Personal, Social and Emotional Development	Understanding the World
Spring 2		<p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Become more outgoing with familiar people, in the safe context of their setting.</p> <p>Play with one or more other children, elaborating play ideas.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a single map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>

		<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Develop friendships with other children.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all your senses in hands-on exploration of natural materials.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore natural materials, indoors and outside.</p>
Spring 1		<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs.</p> <p>Show more confidence in new social situations.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Be increasingly able to talk about and manage their emotions.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Plant seeds and care for growing plants.</p> <p>Explore and talk about different forces they can feel.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>
EYFS FS2: Green FS1: Grey 0-3: Blue	Connections and Contexts	Personal, Social and Emotional Development	Understanding the World
Autumn 2		<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, elaborating play ideas.</p> <p>Thrive as they develop self-assurance.</p> <p>Look back as they walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Use all your senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Make connections between the features of their family and other families.</p> <p>Explore natural materials, indoors and outside.</p> <p>Notice differences between people.</p>

<p>Autumn 1</p>		<p>Build constructive and respectful relationships. Understand how to listen and why listening is important. Manage their own needs. Select and use activities and resources, with help when needed. Talk about their feelings using words like 'happy', 'sad'. Become more outgoing with familiar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person.</p>	<p>Comment on images of familiar situations in the past. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.</p>
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