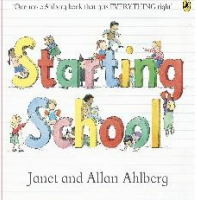
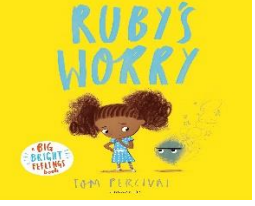
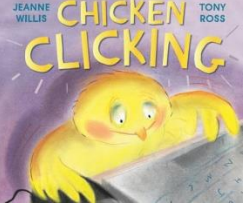
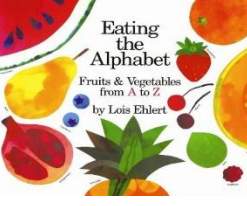
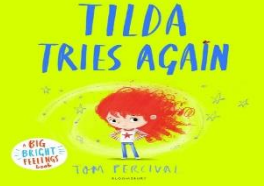
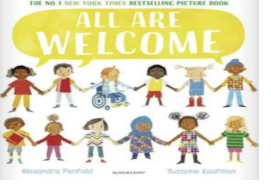


 EYF5 OMA PSED	Autumn 1 Marvellous Me!	Autumn 2 Let's Celebrate!	Spring 1 Beware of the Bears!	Spring 2 Africa!	Summer 1 Minibeasts	Summer 2 Journeys.
Key Text						
Growing Independence. Linked to key statements from Starting Reception Document.	Growing Independence: Washing own hands. Taking off own coat and putting on a peg. Separating from main carer/parent with support from adults.	Putting on own coat and shoes. Using the toilet and washing hands. Putting drink bottle into drink tray each day. Finding own peg each morning and hanging bag/coat.	Collecting water bottle and personal items independently at the end of each day. Flushing the toilet independently. Putting on a hat, gloves (with some support)	Using cutlery at mealtimes. (see fine-motor development) Take part in daily snack time, trying new foods, putting any rubbish in the correct bin.	Washing own hands independently using soap, water and drying hands correctly. Talk about and understand healthy food choices. Independently putting on a sun hat and understanding why it is needed. Knowledge of how to stay safe in the sun.	ELG Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Healthy Routines. In partnership with parents. Our Pledge – Our Families.	Understanding the importance of good dental hygiene. Brushing teeth twice a day.  Stay and play Home visits All About Me Booklets	Going to bed around the same time each night, waking up and getting ready for school.  Perform in front of family.- Nativity	Learn about healthy screen times. E-safety.  Shared story session in our library.	Eating a range of different foods. Trying new foods. Healthy packed lunches. Mother Day Lunch  A shared social event.	Getting dressed and ready for school. Big Talk – Safeguarding.  Share a book session.	ELG Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Father's Day Lunch

Building Relationships. Share All About Me Booklet with a member of staff in school throughout the year.	Know the names of teacher and teaching assistant in the classroom. Play alongside other children in the continuous provision.	Playtime focus: Taking turns when using equipment such as bikes. Know that they need to make alternative choices sometimes. Taking turns with equipment and sharing. Community kindness project: Cards for Lapwing. 	Form positive relationships with both adults and peers- Take part in a tuff tray challenge focused on teamwork – Work together to get the bears across the river.	Parachute- Working together as a team. Know what the work team work means. Community kindness project: Collecting items for the foodbank. 	The outside area- Working together on a large scale project e.g large construction obstacle course Large Polydron team project, what shall we build? Only one model.  Community Kindness project- Litter picking at the local park- involve parents.	ELG Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Self Regulation	Identify feelings using words like – happy, sad, angry, worried • Understand how others might be feeling • Talk about what makes us the same and different.	Think about the perspective of others- feelings. Linked to Ruby's worry- Identify what helped Ruby to copy with her worry. Identify and name key trusted adults at home and school, add to a hand of trusted adults for display.	• Show resilience and perseverance in the face of challenge- Focus area- The construction area. What happens if your building falls down? Circle time discussions during afternoon register... my favourite focused attention.	• Being able to wait for what they want and control their immediate impulses when appropriate- Board games, pair games adult supported. Know that everyone gets their turn.	Feeling calm- what does this mean? How do we achieve calm? Explore music, yoga and breathing. Explore strategies when we are feeling angry or frustrated.	ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their 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.
Managing Self	Follow routines and systems throughout the day and	• Have confidence in their own abilities and set themselves simple goals-	• Follow routines and systems throughout the day- Lining up in line order.	Sharing achievements via Tapestry. Teacher/TA to notice goals achieved and take photos children to talk about their	Resilience- Story focus Tilda Tries Again. Know the key theme of the story is about never giving up.	ELG • Be confident to try new activities and show independence, resilience and perseverance in the face of

	understand why they are important. Know how the weather chart is used with pegs. Share All About Me Booklet with a member of staff in school. – My family section.	A target star!	Fire Alarm.- know why it is important.	photo and why they are proud. Share with parents.		challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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