PSED Medium Term Planning

Reception

EYFS Curriculum Guidance Development Matters (Reception)
• See themselves as a valuable individual • Build constructive and respectful relationships • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others • Manage their own needs- personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian **Communication and Language** • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases • Engage in storytimes • Listen to and talk about stories to build familiarity and understanding • Use new vocabulary in different contexts • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Autumn

Statements in blue are taught in Science lessons, other statements are covered through continuous provision.

Topics	Length
The Great Outdoors & Knowing Yourself	12 weeks

Small Steps
• To begin to form positive attachments to adults and develop friendships with their peers. • Become familiar within a new environment such a classrooms, outdoor space, canteen and hall. • Begin to talk about what it feels like to be happy, sad, angry, scared and to feel loved. • Express their feelings and consider the feelings of others. • Manage their own needs. • Begin to understand the rules and take part in routines of the day, sometimes with support. • Identify the parts of the human body • Say which parts of the body are involved in the senses • Say what happens to my body as soon as I exercise • Say that if I exercise regularly, I will become stronger and fitter • Identify where the heart and the lungs are in body • Sort different foods into the right groups • Say what happens to food when I eat it • Say how I need to keep clean

Communication and Language Small Steps
• Articulate their ideas and thoughts in well-formed sentences. • Start a conversation with an adult or a friend and continue it for many turns. • To begin to be able to take part in small group discussions using new vocabulary. • To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To become more confident in using tenses in the correct context.

Weekly Focus Text											
1	2	3	4	5	6	7	8	9	10	11	12
Where the Wild Things Are by Maurice Sendak			Anansi by Gerald McDermott			Look up! By Nathan Bryon And Dapo Adeola			Halibut Jackson by David Lucas		

Spring

Topics	Length
Talents and powers & Sowing a Seed	12 weeks

Small Steps
• Think about the perspectives of others. • See themselves as a valuable individual and speak about themselves positively. • Children to talk about their strengths and the things they would like to get better at. • Identify and moderate their own feelings socially and emotionally. • To be able to follow the rules and routines of the day with little reminders or support. • To play co-operatively in a small group and begin to resolve any conflicts with others. • To feel confident in approaching and speaking to familiar adults. • To show increasing resilience when faced with challenges in their play.

Communication and Language Small Steps
• To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have heard. • To be able to take part in small group discussions using new vocabulary. • To retell familiar stories using their own words or phrases from the book

Weekly Focus Text											
1	2	3	4	5	6	7	8	9	10	11	12
Magic Paintbrush by Julia Donaldson and Joel Stewart			Little Red by Lynn Roberts and David Roberts			The Tiny Seed by Eric Carle			I Will Not Ever Eat A Tomato by Lauren Child		

Summer

Topics	Length
Strength of Mind & Family & Friends	12 weeks

Small Steps
• To demonstrate a good understanding of their feelings and the feelings of others and be able to self-regulate their behavior. • To be able to wait for what they want. • To be able to control their immediate impulses. • To give focused attention to others and respond in conversations. • To be able to follow instructions involving several ideas or actions. • Work and play co-operatively with others, taking turns when playing. • Show sensitivity to their own and other's needs. • Show independence and resilience when engaging in new activities. • To be able to explain the reason for rules and have a good understanding of right and wrong. Be able to behave appropriately. • To be able to manage their own basic hygiene and personal needs.

Communication and Language Small Steps
• To be able to talk about fiction and non-fiction books using new knowledge and vocabulary. • Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate. • Express themselves using full sentences, including use of past, present and future tenses. • To be able to use conjunctions, with some modelling and support from the teacher. • To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions. • Make comments about what they have heard and ask questions to clarify understanding.

Weekly Focus Text											
1	2	3	4	5	6	7	8	9	10	11	12
Willy the Wimp by Anthony Browne			The Night Pirates by Pete Harris and Deborah Allwright			So Much by Trish Cooke and Helen Oxenbury			Oi! Frog by Kes Gray and Jim Field		