

EYFS Overview Long Term Plan 24 - 25

Personal, Social and Emotional Development

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme		What makes me, me?	What do I celebrate and why?	Traditional Tales: Should they change, or should they stay the same?	Spring Growth	Minibeasts: What can we find crawling in the grass, ground, under pots and all around?	Under the Sea: What does life look like under the sea?
Jigsaw Theme		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Building Relationships		<p>I understand how it feels to belong and that we are similar and different</p> <p>I enjoy working with others to make school a good place to be</p>	<p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you how to be a kind friend</p>	<p>I can use kind words to encourage people</p>	<p>I know who my safe adults are and how to stay safe if they are not close by me</p>	<p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I know how to be a good friend</p>	
		<p>3&4:</p> <ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. <p>Rec:</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. 		<p>3&4:</p> <ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. <p>Rec:</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. <p>ELG:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. 		<p>Rec:</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. <p>ELG:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. 	
Self-Regulation		<p>I can start to recognise and manage my feelings</p> <p>I understand why it is good to be kind and use gentle hands</p>		<p>I can set a goal and work towards it</p>		<p>I can use Calm Me time to manage my feelings</p>	<p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p>
		<p>3&4:</p> <ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings. - Understand gradually how others might be feeling. <p>Rec:</p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. 		<p>3&4:</p> <ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings. - Understand gradually how others might be feeling. <p>Rec:</p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. <p>ELG:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 		<p>Rec:</p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. <p>ELG:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	

Managing Self	<p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p>	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>I can tell you some things I can do and foods I can eat to be healthy</p>
	<p>3&4:</p> <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Be increasingly independent in meeting their own care needs. <p>Rec:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Show resilience and perseverance in the face of challenge. 	<p>3&4:</p> <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Be increasingly independent in meeting their own care needs. <p>Rec:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Show resilience and perseverance in the face of challenge. - Manage own needs, such as personal hygiene. - Know and talk about the different factors that support their overall health and wellbeing. <p>ELG:</p> <ul style="list-style-type: none"> - 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. 	<p>Rec:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Show resilience and perseverance in the face of challenge. - Manage own needs, such as personal hygiene. - Know and talk about the different factors that support their overall health and wellbeing. <p>ELG:</p> <ul style="list-style-type: none"> - 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. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	

