**EYFS PSED Mid term Plans**

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| **Pre-school** | Autumn 1  7 weeks | Autumn 2  7 weeks | Spring 1  6 weeks | Spring 2  6 weeks | Summer 1  6 weeks | Summer 2  7 weeks |
| **EYFS topic** | **All about me** | **Colour and Celebration** | **Fantastic Beasts** | **Marvelous Machines** | **It’s Alive** | **At the seaside** |
|  | 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 establish their autonomy.  Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal e.g. to communicate that they want a drink.  Find ways of managing transitions, for example from their parent to their key person. | 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. | Thrive as they develop self-assurance.  Play with increasing confidence on their own and with other children as they know their key-person is nearby.  Grow in independence sometimes rejecting help and wanting to do things for themselves.  Begin to develop friendships with other children.  Begin to use the toilet with help. | Thrive as they develop self-assurance.  Feel strong enough to express a range of emotions.  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.  Develop friendships with other children.  Begin to use the toilet with support from a familiar adult. | Be increasingly able to talk about and manage their emotions.  Begin to notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.  Continue to build on friendships built with other children.  Safely explore emotions beyond their normal range through play and stories. | Begin to notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.  Feel strong enough to express a range of emotions.  Grow in independence, often wanting to do things for themselves.  Talk about their feelings in more elaborated ways:  ‘I’m sad because…’ or ‘I love it when…’  Continue to develop some independence when using the toilet but with continued support from a familiar adult. |
| **Nursery** | Autumn 1  7 weeks | Autumn 2  7 weeks | Spring 1  6 weeks | Spring 2  6 weeks | Summer 1  6 weeks | Summer 2  7 weeks |
| **EYFS topic** | **All about me** | **Colour and Celebration** | **Fantastic Beasts** | **Marvelous Machines** | **It’s Alive** | **At the seaside** |
|  | \*Understand how it feels to belong and that we are similar and different.  \*Understand how to show if they are feeling happy or sad.  \*Can work together with friends and consider their feelings.  \*Can use gentle hands and understand that it is good to be kind. | \*Know how it feels to be proud of something that I am good at.  \*Can tell you one way that I am special and unique.  \*Know that all families are different.  \*Know there are lots of different houses and homes.  \*Talk about how we make new friends and how to play nicely with them. | \*Understand what a challenge means.  \*Can keep trying until I can do something (persevere)  \*Can set a goal and work towards it.  \*Know some kind words and use these to encourage friends.  \*Can start to think about the jobs they might like to do in the future.  \*Feel proud when they achieve a goal | \*Know the names for some parts of their body and start to understand the importance of being active and healthy.  \*Can tell you some things they need to do to be healthy.  \*Know what the word ‘healthy’ means and that some foods are healthier than others.  \*Know how to help themselves to go to sleep and that sleep is good for them.  \*Can wash hands by themselves and know it is important to do this before they eat and after they go to the toilet. | \*Can talk about their family  \*Can understand how to make friends if they feel lonely  \*Can talk about some of the things they like about their friends.  \*Know what to say and do if someone is unkind to them.  \*Is able to talk about and manage their own feelings.  \*Can work together and enjoy being around friends. | \*Can talk about some things they do and some food they eat to be healthy.  \*Understand that we are all born as babies and grow into children and then adults.  \*Can talk about how I feel moving to Reception class.  \*Can remember and talk about some fun things from nursery this year. |
| **Reception** | Autumn 1  7 weeks | Autumn 2  7 weeks | Spring 1  6 weeks | Spring 2  6 weeks | Summer 1  6 weeks | Summer 2  7 weeks |
| **EYFS topic** | **All about me** | **Colour and Celebration** | **Fantastic Beasts** | **Marvelous Machines** | **It’s Alive** | **At the seaside** |
|  | **Self-Regulation** \*Begin to identify and name emotions using class emotion chart  \*Begin to set own goals and show resilience and perseverance when faced with challenges  \*Begin to identify and moderate own feelings socially and emotionally  \*Learn the daily routine and is able to follow instructions such as tidying up  **Managing Self**  \*Manage own self care – is able to go to the toilet independently  \*Can put own coat on independently  \*Explores the reception unit and will try out new activities with support or encouragement  \*Can talk about toothbrushing and why it is important  **Building Relationships**  \*Is able to think of some positive words to describe themselves  \*Beginning to play alongside other children in the classroom | **Self-Regulation** \*Name emotions and begin to identify why they may be feeling this way  \*Talk about the emotions of characters in stories and link back to their own experiences  \*Set a shared goal with a friend  \*Develop skills to keep calm, be patient, turn taking and sharing  **Managing Self**  \*Can put on own coat and fasten zip and/or buttons  \*Can put own shoes on independently  \*Will try new activities independently  \*Is able to talk about the importance of daily exercise and healthy eating  \*Is able to name some features of being a safe pedestrian (link to road safety week)  **Building Relationships**  \*Beginning to build relationships with peers in the class | **Self-Regulation**  \*Is able to confidently express feelings using class emotion chart  \*Beginning to talk about and moderate their own feelings  **Managing Self**  \*Can confidently manage all self care needs  \*Is able to talk about the effects that exercise has on their body and why it is important to stay healthy  **Building Relationships**  \*Can see themselves as a valuable member of the class and is able to talk about their strengths | **Self-Regulation** \*Will set own goals and show resilience and perseverance when faced with a challenge  \*Is beginning to think about the perspective of others  **Managing Self**  \*Can talk about the different factors that support their overall health and wellbeing (sensible amount of screen time, sleep routine, being a good pedestrian  **Building Relationships**  \*Continues to build upon and develop constructive and respectful relationships | **Self-Regulation** \*Show an understanding of their own feelings and those of others and begins to regulate their own behaviour accordingly  \*Gives focused attention to what the teacher says, responding appropriately, even when engaged in an activity  **Managing Self**  \*Is confident to try new activities and show independence, resilience and perseverance in the face of challenge.  \*Understands the rules we have and is able to follow them  **Building Relationships**  \*Work and play cooperatively and can take turns with some support  \*Form positive attachments to adults and friendships with their peers | **Self-Regulation**  \*Can set and work towards simple goals, being able to wait for what they want  \*Is able to show ability to follow instructions involving several ideas or actions  **Managing Self**  \*Is able to follow rules and explain the reason for the rules that we have.  Manage all basic hygiene and personal needs, understands the importance of healthy food choices.  **Building Relationships**  \*Is able to take in turns with others without prompts  \*Shows sensitivity to their own needs and the needs of others. |