

Curriculum

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to PSHE.

Three and Four-Year-Olds (Nursery)	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • 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. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.
	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations.

			<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language		<ul style="list-style-type: none"> • 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.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development		<ul style="list-style-type: none"> • Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.
Early Learning Goal	Communication and language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of 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.
	Building	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. 	

		Relationships	<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society.

Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years with reference to the specific links to PSHE with links to PE and RE.

	Term 1 Superheroes	Term 2 Celebrations	Term 3 My world	Term 4 Once upon a Nursery Rhyme	Term 5 Animal Boogie	Term 6 A wonderful world
	Health and wellbeing		Relationships		Living in the wider world	
Opportunities related to PSED / PSHE	Learning about ourselves and others Belonging to our families, school, groups etc.	Children in Need Making comparisons between my celebrations and those others take part in	Where I live and how others live	Comic Relief / Sports Relief	Father's Day	Making comparisons between our lives and those of other people Thinking about how we can make our world a better place
Opportunities for learning about celebrations	Harvest Eid	Diwali (could be in Term 1) Bonfire Night Remembrance Sunday Christmas / Advent	Chinese New Year International Food Day Shrove Tuesday	Easter Mother's Day	St George's Day Eid	

Progression within PSHE

Health and wellbeing	Relationships	Living in the wider world
Children to have the opportunity to: <ul style="list-style-type: none"> Learn how we keep ourselves healthy through food, drink, exercise, personal hygiene, self-care routines Learn about the professionals that Understand how we grow and change over time Understand how we can keep ourselves safe when out and about Recognise things we are good at and verbalise these to others Set ourselves goals for what we would like to achieve 	Children to have the opportunity to: <ul style="list-style-type: none"> Understand and recognise the different types of emotions Identify emotions in ourselves and others, and what we can do to support these Share how we are feeling with others and recognise where we can get help and support Talk about the people who are special to us Talk about the similarities and differences between ourselves and others 	Children to have the opportunity to: <ul style="list-style-type: none"> Understand how our actions impact others Understand the effect we have on our local environment and planet Understand how we can look after our environment and how we can help make our planet a better place to live

Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that PSHE

is taught within continuous provision.

All areas of the classroom inside and out	<ul style="list-style-type: none"> • Taking turns and sharing resources / equipment / board games/activities • Listening to the views of others • Taking account of what others say and do • Understanding others have different viewpoints which are valued • Initiating play/ideas • Choose resources/equipment/play with support/independently • Understand similarities and differences • Dealing with own emotions as well as those of others • Overcoming difficulties and seeking help when needed • Play equipment to develop risk taking and building resilience • Mood monsters – to promote children to talk about emotions within own play
<i>Other specific opportunities for learning include</i>	
Water / sand/block/junk modelling play	<ul style="list-style-type: none"> • Thinking of ideas • Testing own ideas • Reflecting on what has happened and why
Role-play / mud kitchen	<ul style="list-style-type: none"> • Taking on a role • Drawing on previous experiences and using these as part of imaginative play • Playing cooperatively as part of a group
Snack	<ul style="list-style-type: none"> • Developing independence in preparing for, choosing a snack as well as tidying up afterwards • Social skills – talking whilst engaged in eating/drinking • Healthy lifestyles discussion
Toileting	<ul style="list-style-type: none"> • Developing self-help skills such as dressing/undressing, toileting, washing etc. • Talking about and demonstrating hygiene procedures

Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning play a crucial role in how a child learns and links well to PSHE.

Playing and exploring	Motivation	Critically thinking
Finding out and exploring <ul style="list-style-type: none"> • I show curiosity about objects, events and people. • I am showing particular interests. • I engage in open-ended activities. • I use my senses to explore the world around me. 	Achieving what I set out to do <ul style="list-style-type: none"> • I enjoy meeting challenges and not just as a way of getting praise. • I am proud of how I've accomplished something, not just the end result. • I am really pleased when I meet my own goals. 	Having own ideas <ul style="list-style-type: none"> • I am able to think of ideas. • I can find ways to solve problems. • I am able to find new ways to do things.
Playing with what I know: <ul style="list-style-type: none"> • I like acting out my experiences when I play. • I like pretending objects are things that I know. • I like taking on a role when I play. • I like acting out my experiences with other people. 	Keep on trying <ul style="list-style-type: none"> • I believe that if I keep trying or change what I'm doing, it will pay off • I am able to bounce back after difficulties. • I stick with an activity even when challenges arise. 	Making links <ul style="list-style-type: none"> • I can develop ideas of grouping, sequencing, cause and effect. • I am able to test my ideas. • I make links and notice patterns in my experience. • I am able to make predictions.
Willing to have a go <ul style="list-style-type: none"> • I can initiate activities. • I like to seek out things that will challenge me. • I like to show a 'can do' attitude. • I enjoy taking a risk, trying new things and learning 	Being involved and concentrating <ul style="list-style-type: none"> • I can keep focussed on my activity for a period of time. • I am able to show high levels of energy and fascination. 	Choosing ways to do things <ul style="list-style-type: none"> • I am able to check how well an activity is going. • I can plan, choose how to approach a task, solve a problem and reach a goal. • I can change my approach or strategy when

by trial and error.	<ul style="list-style-type: none">• I am not easily distracted.• I am able to pay attention to details.	<ul style="list-style-type: none">• needed.• I am able to review how well my approach worked.
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Evidence of teaching and learning

You will be able to find evidence of the teaching and learning in the Early Years through

- Planning files
- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Bromcomm data