

EYFS Long Term Plan-Personal, Social and Emotional Development

	ELGs- 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. 		ELGs- 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. 		ELGs- Building relationships <ul style="list-style-type: none"> 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. 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School BIG Question	Cycle 1 Who Am I? Cycle 2		Cycle 1 What is my heritage and culture? Cycle 2		Cycle 1 Local History/Geography study Cycle 2	
Year Group Line of Enquiry	Amazing Me!	Let's Celebrate!	People Who Help Us	Ready, Steady, Grow!	Down on the Farm	Under the sea
Quality Text	Grandpa – John Burningham; Owl Babies – Martin Waddell; Wanted: The Perfect Pet – Fiona Robertson Lost and Found – Oliver Jeffers; A Great Big Cuddle: Poems for the Very Young – Michael Rosen and Chris Riddell;	Non-fiction texts about Divali, hannukah, bonfire night, advent, Christmas Binny's Diwali by Thrity Umrigar & Nidhi Chanani	The Three Little Pigs-Trad. What do people do all day? – Richard Scarry A Place called Home – Kate Baker I Love Chinese New Year Eva Wong Nava & Li Xin	Jack and the Beanstalk The Very Hungry Caterpillar The little Red Hen-Trad Where food comes from: Seeds to Bread by Sarah Ridley	Farmer Duck What the ladybird heard The Pig in the Pond by Martin Waddell and Jill Barton	Rainbow Fish Pirates Love Underpants Harry saves the Ocean – Sylva Fae Michael Recycle – Ellie Bethel The dinosaur who pooped a pirate The dinosaur who pooped a princess
Visits and visitors	None this term	<ul style="list-style-type: none"> Visit - to the church (no cost) 	<ul style="list-style-type: none"> Visitors- Police, Fire service, dentist, (no cost) 	This term or next term - Visit - Kingswood (cost)	Visit – Farm (cost)	<ul style="list-style-type: none"> Princess/mermaid and Pirate Experience Day in school (no cost)

		<ul style="list-style-type: none"> • Visit – Corby library and theatre visit, Or pantomime. (cost) <p>Visitor from school community to talk about Diwali? (no cost)</p>	<ul style="list-style-type: none"> • Visitor from school community to talk about Chinese New Year? (no cost) <p>This term or next term - Visit - Kingswood (cost)</p>			
Self-regulation	<p><i>During the Autumn term children will learn to:</i></p> <p>Become engrossed in an activity and find it difficult to switch attention to another task.</p> <p>Focus attention for a short whole class group teaching session, e.g. phonics.</p> <p>Ask for help if need they need it.</p>	<p><i>During the Autumn term children will learn to:</i></p> <p>Identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Keep trying if something is difficult or challenging.</p> <p>Regulate emotions, such as recognising when they need space.</p>	<p><i>During the Spring term children will learn to:</i></p> <p>Express their feelings and consider the feelings of others.</p> <p>Label and talk about own and others' emotions.</p> <p>Respond well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Complete set challenges/tasks independently.</p> <p>Focus for a longer period of time.</p>	<p><i>During the Spring term children will learn to:</i></p> <p>Recognise how people express their emotions.</p> <p>Talk about ways that skills can be improved and to demonstrate pride in achievements.</p>	<p><i>During the Summer term children will learn to:</i></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p><i>During the Summer term children will learn to:</i></p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>
Managing self	<p>See themselves as a valuable individual</p> <p>Washes hands without reminders.</p>	<p>Make independent choices and is confident to try new things although prefers to choose</p>	<p>Follows school and class rules and can talk about their importance.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

	<p>Uses the toilet independently.</p> <p>Knows when to ask for help.</p>	<p>activities that are within their capability.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School.</p>	<p>Knows some ways to keep healthy.</p>	<p>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</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	
<p>Building relationships</p>	<p>Interact with a variety of children and is building good relationships with adults and other children.</p> <p>Express likes/dislikes.</p>	<p>Build constructive and respectful relationships.</p> <p>Be aware of the needs of others but can find it hard to let others take the lead.</p> <p>Be able to identify when another child is upset and respond appropriately.</p>	<p>Takes turns in group activities.</p>	<p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Uses words to solve conflicts.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Identifies how others feel and responds appropriately.</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>