

**EYFS prior knowledge -**

<b>PSHE</b>		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>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.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>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.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>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.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>

Three and Four-Year-Olds Continued	Physical Development	<ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>
		Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> </ul>
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>

	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>
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<p><i>Differentiation by input see the weekly planning sheet</i></p> <p>-Key vocab for each learning objective is in the Jigsaw planning</p> <p>-National curriculum objectives</p> <p>-Resources -<b>see the weekly planning/Jigsaw planning</b></p> <p>-<i>Minimum Assessment for Learning strategies</i> for <u>all</u> topics = Peer Talk; targeted questioning, class discussions and contribution</p> <p>- Long term memory development strategies= Recapping previous area of focus at the start of the lesson</p> <p>- Cultural capital – Some children may have limited experiences of different families/ experiences, or come from complex families themselves so struggle to discuss this, COVID affected the MH and WB of many children</p>							
Sapphire Year A	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The learning objectives must be taught in the numbered order							
Autumn 1 <sup>st</sup> Half-term <i>Forgiveness</i>  <b>Being Me in My World</b> <i>(See National Curriculum links on planning)</i>	Special and Safe	My Class	Rights and Responsibilities	Rewards and Feeling Proud	Consequences	Owning our Learning Charter	Internet Safety  <b>Internet Safety Talk</b>
Autumn 2 <sup>nd</sup> Half-term <i>Respect</i>  <b>Celebrating Difference</b> <i>(See National Curriculum links on planning)</i>	The Same As	Different From  <b>Remembrance Sunday</b>	What is 'Bullying'?  <b>Anti-bullying week</b>	What do I do about bullying?	Making New Friends	Celebrating Differences and Celebrating Me	British Values

Spring 1 <sup>st</sup> half-term <i>Endurance</i>  <b>Dreams and Goals</b> <i>(See National Curriculum links on planning)</i>	My Treasure Chest of Success	Steps to Goals	Achieving Together	Stretchy Learning	Overcoming Obstacles	Celebrating My Success	<b>Fire Safety Visit</b>
Spring 2 <sup>nd</sup> half-term <i>Compassion</i>  <b>Healthy Me</b> <i>(See National Curriculum links on planning)</i>	Being Healthy	Healthy Choices	Clean and Healthy	Medicine Safety	Road Safety	Happy, Healthy Me	<b>Basic First Aid</b>  <b>Visit from a Paramedic</b>
Summer 1 <sup>st</sup> half-term <i>Justice</i>  <b>Relationships</b> <i>(See National Curriculum links on planning)</i>	Families	Making Friends	Greetings	People Who Help Us  <b>Visit from a Nurse</b>	Being My Own Best Friends	Celebrating my Special Relationships	Creating relationships in the local community  Visit to a local care home
Summer 2 <sup>nd</sup> half-term <i>Confidence</i>  <b>Changing Me</b>	Yr 1 – Life Cycles  Yr 2 – Life Cycles in Nature	Yr 1 – Changing Me	Yr 1 – My Changing Body	Yr 1 – Boy’s and Girl’s Bodies	Yr 1 – Learning and Growing	Yr 1 – Coping with Changes	Reflection on the year – celebration

<b><i>(See National Curriculum links on planning)</i></b>		Yr 2 – Growing from Young to Old	Yr 2 – The Changing Me	Yr 2 – Boy’s and Girl’s Bodies	Yr 2 – Assertiveness	Yr 2 – Looking Ahead	
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**PSHE throughout the curriculum:**

<b>NC: Healthy eating</b>	Covered in Science
<b>NC: Physical health and fitness</b>	Covered in Physical Education
<b>NC: Basic first aid</b>	Visit from a first aider
<b>NC: Drugs, alcohol and tobacco</b>	Covered in KS2