

**PSED
EYFS Curriculum**

- Key Concepts:**
- Self-Regulation
 - Managing Self
 - Building Relationships

Key to colour code: Pale purple = new learning Mid purple = developing Dark purple = secure Dark grey = consolidation and application

Year Group	Nursery	Reception	
	Topics (are flexible and follow the children’s interests):	Topics (are flexible and follow the children’s interests):	

Key Content:	<p>Understanding own feeling and regulate behaviour- Can discuss how they are feeling and with support can use behaviour technique to change their mood.</p> <p>Solve problems- With support can begin to work with others solving conflicts that arise</p> <p>Follow instructions – Can give attention to the teacher for small bursts of time.</p>	<p>Understanding own feelings and regulate behaviours- Can discuss how they are feeling and why and can use behaviour techniques to change their mood.</p> <p>Solve problems- Can solve problems when working with others.</p> <p>Follow instructions – Can follow simple instructions that a teacher gives to them.</p>
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Key Vocabulary	<p>Understanding own feelings and regulate behaviour- name all feelings and emotions, like, dislike, express, talk, pride,</p> <p>Solve Problems- solve problems, conflict, agree, do not agree, all feelings, argument, share, take turns, sorry</p> <p>Follow instructions-follow, instruction, listen</p>	<p>Understanding own feelings and regulate behaviour- name all feelings and emotions, like, dislike, express, talk, pride, why, interest, wants, needs, think, behaviour.</p> <p>Solve Problems- solve problems, conflict, agree, do not agree, all feelings, argument, share, take turns, sorry, sort it out, try, talk</p> <p>Follow instructions-follow, instruction, listen, attention</p>
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END OF NURSERY	MID-RECEPTION	END OF RECEPTION
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Understanding own feeling and regulate behaviour

Can separate from parent/carer with ease when greeted by a familiar staff member.	Can separate from parent/carer at the playground and walk into the school building when led by a teacher.	Can separate from parents confidently and complete a morning task.
Have their own interests and can share what they like and dislike in Nursery.	Confident to speak to others about own needs, feelings, wants and interests, abilities, opinions and consider others	Sees themselves as a valuable individual- can talk about their likes, dislikes, family members and cultures.
Can express how they are feeling using words like ‘happy’, ‘sad’, ‘angry’, or ‘worried’.	Can express how they are feeling and can say why they are feeling like that, what happened to make them feel like that.	Can express how they are feeling and say why they are feeling like that and with support can choose a behaviour technique to change mood.

	Takes pride in own work and may smile or show satisfaction when they have produced something.	Takes pride in own work and brings it to the teacher to 'show it off' Enjoys receiving a reward for their work.	Takes pride in own work and enjoy 'showing' it and explains about it to the class.
	Solve problems		
	When playing with other children begins to negotiate and solve problems without aggressions by coming to tell an adult when they are upset/angry/frustrated.	When playing with others they will try and 'sort out' disagreements without aggression using behaviour techniques they have seen adults use.	Express own feelings and modify behaviour according to the situation.
	With support begins to talk to other children to solve conflicting arguments e.g wanting a toy that someone else has and asking if they can have their turn yet.	Can talk to other children to solve conflicting arguments and with support can wait for their turn when they cannot get their own way after discussions.	Can talk to other children to solve conflicting arguments and can wait for their turn when they do not get their own way after discussions.
	Follows instructions		
	Can follow a 2-step instruction, simple instruction given to by an adult.	Works on and complete teacher directed challenges during independent choosing time	Can follow more complex instructions of three steps of more.
	With support can choose an area to work in and sets a goal for that area. E.g chooses to play in the blocks and sets out to build a tower and completes this- with support.	Becomes engrossed in an activity for sustained time period and works towards completing a set goal.	Set simple goals and gives focused attention to activity even when their friend might not want to continue the play.
	Can sit and take part in small group work for up to 4 minutes.	Can sit and take part in small group work for up to 6 minutes.	Can sit and take part in group work for up to 8 minutes.
Year Group	Nursery	Reception	
	Topics (are flexible and follow the children's interests):	Topics (are flexible and follow the children's interests):	
Key Content:	<p>Healthy eating and personal hygiene- Can discuss some healthy and unhealthy food choices and can independently go to the toilet and groom self.</p> <p>Understand rights and wrong- Can follow rules.</p> <p>Develop confidence and resilience- Will give something new ago and with support can persist if something becomes tricky.</p>	<p>Healthy eating and Personal hygiene- Can discuss why some foods are healthy and why some foods are unhealthy. Can independently go to the toilet, groom self and dress self.</p> <p>Understand rights and wrong- Can follow rules, and understands why we have rules.</p> <p>Develop confidence and resilience- Are confident to keep trying when they cannot do something or when something becomes tricky.</p>	
Key Vocabulary:	<p>Healthy eating-exercise, toilet, healthy, treat, vegetables, fruit, meat, bread, label clothes, face, teeth, hair, ipad, screen time, wash, clean, dirty, germs, teeth</p> <p>Understands right and wrong-rule, right, wrong, choice, behaviour</p> <p>Develop confidence and resilience-safe, safety, risks, taking risks, support, challenge, resilience and perseverance</p>	<p>Healthy eating-exercise, toilet, healthy, treat, vegetables, fruit, meat, bread, label clothes, face, teeth, hair, ipad, screen time, wash, clean, dirty, germs, teeth, decay, important, hygiene, bedtime, sleep</p> <p>Understands right and wrong-rule, right, wrong, choice, behaviour, consequence, positive</p> <p>Develop confidence and resilience-safe, safety, risks, taking risks, support, challenge, resilience and perseverance, choose, not give up, confidence</p>	
	END OF NURSERY	MID-RECEPTION	END OF RECEPTION
	Healthy eating and personal hygiene		
	Shows some understanding of why exercise is good for our bodies. Understands the importance of bedtime and limited screen time	Shows an understanding of why exercise is good for our minds and bodies.	Takes part in exercise and talk about why it is important to take part in.

	May inform staff when they need the toilet but can manage own toileting needs independently.	Can manage own toileting needs independently.	
	Can label some foods as healthy and some foods as treats.	Talks about a healthy diet and why certain foods are better in moderation.	Can design their own healthy meal/plate and talk about why they chose those foods.
	Can recognise and name food such as different common fruits, vegetables and other staple foods such as bread, milk, butter.	Begins to label and sort food into categories; vegetables, fruit, meat, bread	Can independently sort food into different categories.
	Can partially dress self (put shoes on, put own coat on, tries to dress self)	Can dress self but may need help with buttons, clasps, buckles, shoe laces.	Can dress self and can make choices regarding what to wear.
	Can groom self (wash face, brush teeth, brush hair)	Understands why grooming self is important and can talk about what might happen if they do not groom self.	Understands good hygiene practises and is actively seen to follow them out.
	Discuss how they use their own personal technology and screen time.	Discuss and share ideas regarding screen time	Has an understanding of how to keep themselves safe when working online.
Understands right and wrong			
	Explains why we have rules and can follow some with support.	Explains why we have rules and can follow them most of the time.	If they break a rule they can tell you the corrective measure and what they should have done.
	Recognises when they have broken a rule.	Can decide if and when someone else has broken a rule- can distinguish between right and wrong.	Can decide if and when someone has broken a rule- can distinguish between right and wrong and can explain the consequence of breaking or following a rule.
		With support can begin to set their own rules during their play.	Can use rules within their play- e.g playing with the dinosaur small world, playing a made up outdoor game.
	Knows that there are different rules for different places and can name these rules and follows them.	Is able to talk about different rules for different places (indoors, outdoors, dining hall) and can follow the rules most of the time.	Understands why we have rules for different places and can begin to talk about wider rules such as 'laws'
Develop confidence and resilience			
	Show an understanding of the need of safety, and considers and manages some risks with support e.g. uses the scissors in the workshop area, can climb two wooden bricks outside.	Works safely and independently on a range of challenging tasks including taking risks inside and outside.	Can safely take some risks, speaking to adult when unsure.
	Is confident to work and play within the nursery making their own choices and discussing them with their peers.	Is confident and self-assured and will work on a task of their own choosing even if they friend is not.	Can talk in front of a smaller and larger group about their work and play and with support can reflect on their work.
	Can choose own resources and with support can tidy these resources when asked.	Assemble and tidy up resources needed independently.	
	Recognises when something becomes challenging but it willing to carry on and shows resilience and perseverance with support.	Does not give up when faced with challenges, and increasingly shows resilience and perseverance independently.	Shows resilience and perseverance in the face of challenge.
	Is interesting in new activities within the classroom and will explore them with their familiar adult	Is interested in new activities within the classroom and will explore the, confidently.	Is interested in new activities that may appear challenging or that may not be in a familiar area.

	Enjoys carrying out small tasks.	Enjoys carrying out task within the classroom and is proud of their work.	
Year Group	Nursery	Reception	
	Topics (are flexible and follow the children's interests):	Topics (are flexible and follow the children's interests):	
Key Content:	<p>Work and play with others- Can work and play co-operatively with others sometimes needing support.</p> <p>Develop care and concern for others- Shows sensitivity of theirs and others needs.</p> <p>Build positive relationships- forms positive relationships with adults and peers and makes their own friends.</p>	<p>Work and play with others- Can work and play co-operatively with others.</p> <p>Develop care and concern for others- Shows sensitivity of theirs and others needs.</p> <p>Build positive relationships- forms positive relationships with adults and peers and makes their own friends.</p>	
Key Vocabulary:	<p>Work and play with others- role-play, friends, choose, best friend, support, co-operative, take turns, share</p> <p>Develop care and concern for others- good, bad, kind, helpful, sharing, take turns, fear, comfort, support</p> <p>Build positive relationships- friendly, friendships, help, helpful</p>	<p>Work and play with others- role-play, friends, choose, best friend, support, co-operative, take turns, share</p> <p>Develop care and concern for others- good, bad, kind, helpful, sharing, take turns, fear, comfort, support, good friend, sad, upset</p> <p>Build positive relationships- friendly, friendships, help, helpful, instructions, responsibility, share, turn take, respect</p>	
	END OF NURSERY	MID-RECEPTION	END OF RECEPTION
	Work and play with other		
	Role-plays and imitates what familiar adults do when playing in areas with one or more peers.	Works in a small group to role-play familiar roles and jobs that adults do.	Plays with a larger group of peers organises roles and working co-operatively and constructively.
	Chooses to work and play with other children but may also play alone (may have an imaginary friend)		
	Will play and work with lots of different children but may have a best friend.	Has many friends and enjoys sharing experiences with them.	Chooses to work and play with their friends.
	With support begins to play co-operative games with their peers.	Can play a co-operative game taking turns with little support.	Can play a simple co-operative game without support.
	Can work and play with different children sometimes needing support to take turns and share	Can work and play in different size groups needing little support to take turns and share	Can work and play in a range of situations taking turns when appropriate.
	Develop care and concern for others		
	Discusses and explores what makes a 'good' person e.g being kind, looking after others, helping others, sharing, taking turns.	Can discuss the features of a good friend e.g being kind, helping others, not shouting at people etc.	Shows they are good friend by acting kindly to others.
	May have a fear of monsters (developmental norm) and become upset about this. Knows who to turn to for comfort and support e.g familiar adult, parents.		
	Can be kind and helpful towards another child.	If another child is feeling sad, can show empathy and try to cheer them up.	Can recognise when they are making someone upset and stop this behaviour.
	Build positive relationships		

Commented [DS1]:

	Demonstrates friendly behaviour and initiates conversations.	Initiates conversations, taking into account what others say.	Initiates conversations taking turns when talking, sharing ideas and thoughts and showing respect to others ideas.
	Has lots of friends but may have begun to make a close friendship and may have a best friend	Has a small friendship group but will work and play with lots of children.	Has a small friendship group and may have developed romantic feelings for others (developmental norm).
	Confident to talk to other children when playing and will speak freely about home and community.	Confidently express thoughts, opinions and needs to familiar adults, developing respectful relationships and working together with a shared purpose in mind.	Is confident to talk to peers and adults and express their own thoughts, feelings and opinions.
	Enjoys carrying out tasks that help other people such as giving out milk cartons or fruit.	Can follow instructions and enjoys having the responsibility of carrying out tasks that help other- giving out tabards for outside play, collecting water for all the drink, carrying another chids things, colleting items for the teachers.	