

Ingrave Johnstone C of E Primary School Year Group Curriculum Overview – EYFS

Year Group: EYFS			
<u>Subject</u>	<u>Autumn term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>English</b>	<p><b>Autumn</b> <b>All About Me/People Who Help Us</b></p> <p>Baseline Assessment</p> <p>Phoneme Sets introduced <i>(2 or 3 new phonemes weekly)</i></p> <p>Oral Blending</p> <p><b>Snow &amp; Ice (Frozen)</b></p> <p>Phoneme Sets introduced <i>(2 or 3 new phonemes/digraphs weekly)</i></p> <p>Introduce cursive letter formation</p> <p>Oral Blending</p>	<p><b>Spring</b> <b>Superheroes</b></p> <p>Read Write Inc introduced</p> <p>Tricky phonemes, digraphs/trigraphs introduced <i>(2 or 3 new phonemes/digraphs weekly)</i></p> <p>Oral Blending, Labelling, Introduction to sentence structure.</p> <p><b>Dinosaurs</b></p> <p>Read Write Inc</p> <p>Tricky phonemes, digraphs/trigraphs introduced <i>(2 or 3 new phonemes/digraphs weekly)</i></p> <p>Oral Blending, Labelling, Rhyming Captions and differentiated sentence structure activities.</p>	<p><b>Summer</b></p> <p><b>Growth, plants and mini-beasts</b></p> <p>Read Write Inc</p> <p>Digraphs, Trigraphs revisited <i>(Bingo Games, Phonic Resources)</i></p> <p>Oral Blending, Labelling, rhyming, captions</p> <p><b>Pirates</b></p> <p>Read Write Inc</p> <p>Digraphs, Trigraphs revisited <i>(Bingo Games, Phonic Resources)</i></p> <p>Oral Blending, Labelling, rhyming, captions and sentence and story structure.</p> <p>Children assessed against ELGs</p>
<b>Maths</b>	<p><b>Autumn</b></p> <p><b>All about me, Toys, Colours</b></p> <p>Place Value: Numbers to 5 Addition and Subtraction: Sorting Place Value: Comparing groups Addition and Subtraction: Change within 5 Measurement: Time</p>	<p><b>Spring</b></p> <p><b>Superheroes</b></p> <p>Addition and Subtraction: Numbers to 5 Place Value: Numbers to 10 Addition and Subtraction: Addition to 10 Geometry – Shape and Space</p>	<p><b>Summer</b></p> <p>Growth, plants and mini-beasts</p> <p>Geometry: Exploring Patterns Addition and Subtraction: count on and back Place Value: numbers to 20 Multiplication and Division: numerical patterns</p>

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	<p align="center"><b>Dinosaurs and Nocturnal Animals</b></p> <p align="center">Place Value: Numbers to 5          Addition and Subtraction: Sorting          Place Value: Comparing groups          Addition and Subtraction: Change within 5          Measurement: Time</p>	<p align="center"><b>People Who Help Us.</b></p> <p align="center">Addition and Subtraction: Numbers to 5          Place Value: Numbers to 10          Addition and Subtraction: Addition to 10          Geometry – Shape and Space</p>	<p align="center">Measurement: measures</p> <p align="center">Pirates, plants / recycling</p> <p align="center"><b>Geometry: Exploring Patterns</b>          Addition and Subtraction: count on and back          Place Value: numbers to 20          Multiplication and Division: numerical patterns          Measurement: measures</p>
<p align="center"><b>Science</b></p>	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• To talk about why things happen and how things work.</li> <li>• To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment</li> </ul> <p>To observe the effects of physical activity on their bodies.</p> <ul style="list-style-type: none"> <li>• To begin to be interested in and describe the texture of things.</li> <li>• To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating,</li> </ul>	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• To talk about why things happen and how things work.</li> <li>• To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment</li> </ul> <p>To observe the effects of physical activity on their bodies.</p> <ul style="list-style-type: none"> <li>• To begin to be interested in and describe the texture of things.</li> <li>• To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating,</li> </ul>	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• To talk about why things happen and how things work.</li> <li>• To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment</li> </ul> <p>To observe the effects of physical activity on their bodies.</p> <ul style="list-style-type: none"> <li>• To begin to be interested in and describe the texture of things.</li> <li>• To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating,</li> </ul>

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	<p>sleeping and hygiene can contribute to good health.</p> <ul style="list-style-type: none"> <li>• To look closely at similarities, differences, patterns and change.</li> <li>• To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</li> </ul> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>sleeping and hygiene can contribute to good health.</p> <ul style="list-style-type: none"> <li>• To look closely at similarities, differences, patterns and change.</li> <li>• To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</li> </ul> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>sleeping and hygiene can contribute to good health.</p> <ul style="list-style-type: none"> <li>• To look closely at similarities, differences, patterns and change.</li> <li>• To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</li> </ul> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<p><b>RE</b></p>	<p><u>Enquiry 1, Theology: Who is God and why is the word so important to Christians?</u></p> <p><b>Christian Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ The word God is a name</li> <li>✓ Christians believe God is the creator of the universe</li> <li>✓ Christians believe God made our wonderful world and we should look after it</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>	<p><u>Enquiry 1 revisited, Theology: Who is God and why is the word so important to Christians?</u></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ The word God is a name</li> <li>✓ Christians believe God is the creator of the universe</li> <li>✓ Christians believe God made our wonderful world and we should look after it</li> </ul> <p><b>Skills:</b> Communication and language development</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Understanding the world</li> </ul> <p>Expressive arts and design</p> <p><b>Christian Bible Stories</b> as suitable.</p>	<p><u>Enquiry 4, Philosophy focus: Should Noah trust in God?</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Noah and the ark is a story Christians believe shows how God was not happy with people on earth.</li> <li>• The story comes from the Bible, the special book for Christians.</li> <li>• Noah had to trust God and believe in what he asked him to do.</li> <li>• Noah's family had to trust and believe in Noah.</li> <li>• God tested Noah's trust and belief.</li> </ul> <p>Bible stories and activities suitable to age group</p>

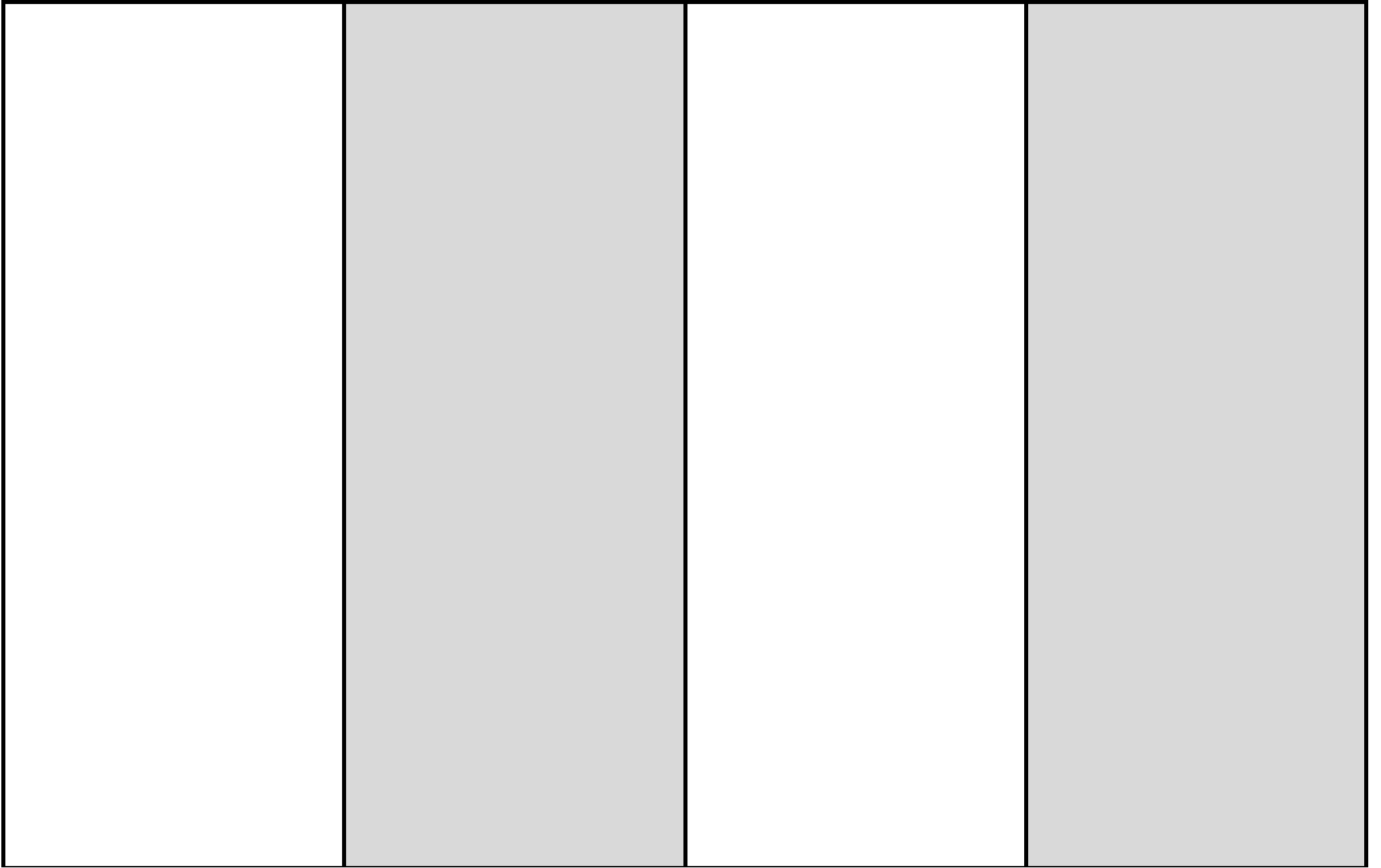
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	<p><u>Enquiry 2, Theology: Why do Christians perform Nativities at Christmas?</u> <b>Christian</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ Christians believe God came to Earth in Human form as Jesus.</li> <li>✓ Christians believe Jesus came to show that all people are precious and special to God.</li> </ul> <p><b>Christmas story and activities</b></p>	<p><u>Enquiry 3, Theology focus: Why do Christians put a cross in an Easter garden?</u> <b>Christian</b></p> <p>By the end of our learning we will</p> <ul style="list-style-type: none"> <li>✓ Christians remember Jesus' last week at Easter.</li> <li>✓ Jesus' name means 'He saves'</li> <li>✓ Christians believe Jesus came to show God's love.</li> <li>✓ Christians try to show love to others.</li> </ul> <p>Skills: Communication and language development</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul> <p><b>Easter story and activities</b></p>	
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<p><b>Computing</b></p>	<p><u>Technology:</u></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p>	<p><u>Technology:</u></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p><u>Technology:</u></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
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History	Peek into the past	Adventures through time	CONTINUE AND CONSOLIDATE
	<p>EYFS outcomes Development matters Comment on situations images of familiar in the past.</p> <p>Characteristics of effective teaching and learning</p> <p>Playing and exploring – Children investigate and experience things, and ‘have a go’. Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake. Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. See Development Matters (non-statutory curriculum guidance).</p> <p><b>Early learning goals</b></p> <p>ELG: Understanding the World – Past and Present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. See Statutory framework for the early years foundation stage, 2021</p>	<p>EYFS outcomes Development matters Compare and contrast characters from stories, including figures from the past.</p> <p>Characteristics of effective teaching and learning</p> <p>Playing and exploring – children investigate and experience things and ‘have a go’. Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake. Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things. See Development Matters (non-statutory curriculum guidance).</p> <p><b>Early learning goals</b></p> <p>ELG: Understanding the World – Past and Present</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling. See Statutory framework for the early years foundation stage, 2021.</p>	



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<p><b>Geography</b></p>	<p><b>NOT TAUGHT</b></p>	<p><b>Outdoor Adventures</b></p> <p>Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.</p> <ul style="list-style-type: none"> <li>-Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</li> <li>-Discussing how environments in stories and images are different to the environment they live in.</li> <li>-Beginning to use the names of the seasons in the correct context.</li> <li>-Asking questions about the world around them.</li> <li>-Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.</li> <li>-Answering simple questions, guided by the teacher.</li> <li>-Making observations about the features of places (in stories, photographs or in the school grounds/local area).</li> <li>-Observing weather across the seasons.</li> <li>-Observing and discussing the effect the changing seasons have on the world around them.</li> <li>-Representing some of the features they notice in their school and school grounds.</li> </ul>	<p><b>Exploring Maps</b></p> <p>Exploring maps through discussion, storytelling, games and creative activity.</p> <ul style="list-style-type: none"> <li>-Identifying land and water on a map or globe.</li> <li>-Recognising features on maps (real or imaginary)</li> <li>-Creating real or imaginary maps even if features are indistinguishable.</li> <li>-Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</li> <li>-Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</li> <li>-Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</li> <li>-Making observations about the features of places (in stories, photographs or in the school grounds/local area).</li> <li>-Discussing how environments in stories and images are different to the environment they live in.</li> <li>-Answering simple questions, guided by the teacher.</li> <li>-Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</li> <li>-Ask questions about the world around them.</li> <li>-Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.</li> <li>-Representing some of the features they notice in their school and school grounds</li> </ul>
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<b>Art</b>	<b>Drawing: Marvellous marks</b>	<b>Painting and mixed media: Paint my world (6 lessons) Artists: Megan Coyle</b>	<b>Sculpture and 3D: Creation station (6 lessons) Artists: Beth Cavener, Julie Wilson</b>
<b>Design</b>	<b>Activities.</b> <b>Design Animal homes - Junk Modelling / collage / practical construction resources.</b> <b>Design &amp; create – Christmas cards</b> <b>Freeplay – design and construction using a variety of materials.</b> <b>SENSES - To examine and discuss the</b>	<b>Activities</b>  Child Initiated – junk / construction models To design a Superhero and their special powers. To design an outfit for their Superhero. To design a poster	<b>Activities</b> Child Initiated – junk / construction models To design a home for a chick. To list products needed for gardening. To design seed packets. Look after the environment posters. To select/ organise gardening ideas and resources. To plan and design a journey story map

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	<p><b>importance of a variety of healthy foods.</b></p> <p>To access to a wide range of <b>visual and audio materials</b> such as books, poems, music, photographs and other creative materials/stimulus to ignite their interest</p> <p>To explore characteristics of everyday <b>objects, shapes and materials.</b></p> <p>To know about similarities and differences in relation to places, <b>objects, materials</b> and living things.</p> <p>To begin to know the importance for good health of physical exercise and a <b>healthy diet</b>, and talk about ways to keep healthy and safe.</p> <p><b>Children recognise and experience a range of media and technology. (They select and use technology for particular purposes.)</b></p> <p>They safely use and explore a variety of materials, tools and techniques.</p>	<p>To design a city in collage or practical bricks etc</p> <p>To design an Anti-bullying week poster.</p> <p>To access to a wide range of <b>visual and audio materials</b> such as books, poems, music, photographs and other creative materials/stimulus to ignite their interest</p> <p>To explore characteristics of everyday <b>objects, shapes and materials.</b></p> <p>To know about similarities and differences in relation to places, <b>objects, materials</b> and living things.</p> <p>To begin to know the importance for good health of physical exercise and a <b>healthy diet</b>, and talk about ways to keep healthy and safe.</p> <p><b>Children recognise and experience a range of media and technology. (They select and use technology for particular purposes.)</b></p> <p>They safely use and explore a variety of materials, tools and techniques.</p>	<p><b>ELG2</b> Children follow instructions involving several ideas or actions. <b>ELG4</b> Children handle equipment and tools effectively. <b>ELG6</b> Children are confident about trying new activities, and say why they like some activities more than others. They say when they do or do not need help. <b>ELG12</b> They recognise, create and describe patterns. <b>ELG14</b> They make observations and/or representations of animals, plants and objects. <b>ELG15</b> Children explore and play with a wide range of media and materials. Children have opportunities and encouragement to share and develop their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. <b>ELG16</b> Children explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>ELG17</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology. Children begin to evaluate existing products, their own work and that of others.</p> <p><b><u>Characteristics of Effective Learning</u></b></p> <p>Children are willing to have a go • are involved and concentrating • have their own ideas • choose ways to do things • find new ways of doing things • enjoy achieving what they set out to do.</p>
PE	Me and Myself I know the reasons for rules, know right from wrong and try to behave accordingly.	Throwing and Catching	Fun and Games

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	<p>Shows some understanding towards the effects of activity on their body. Responds to ideas showing understanding, asking appropriate questions of others.</p> <p><b>Movement and Catching</b> I know the reasons for rules, know right from wrong and try to behave accordingly. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Show some understanding towards the effects of the activity on their body. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions</p>	<p>I know how to respond to simple instructions, showing a good understanding of safety when using tools and equipment. I know the boundaries that are set, and the behavioural expectations in the setting, and can respond to simple instructions.</p> <p><b>Dance</b> I know and understand the concept of playing characters and taking on different roles and perform in character to the music.</p>	<p>I know and understand the reasons for rules, know right from wrong and try to behave accordingly. I know and understand the need for safety when tackling new challenges and consider and manage some risks when using equipment. I know and am aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</p> <p><b>Working with others</b> I know and understand of my own feelings and those of others, and begin to regulate my behaviour accordingly. I know and show some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health. I know and am aware of boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</p>
<p><b>Music</b></p>	<p><b>Overview of knowledge</b> <b>ME (1st Term)</b> <b>MY STORIES (2<sup>nd</sup> Term)</b> <b>ELG – Expressive Art and Design</b> To be able to sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others and -when appropriate - try to move in time to the music. <b>Listening and Musicianship</b></p> <ul style="list-style-type: none"> <li>• To recognise the words and actions to 5 nursery rhymes when singing together in a group</li> <li>• To know what familiar songs are about.</li> </ul>	<p><b>Overview of knowledge</b> <b>EVERYONE (1st Term)</b> <b>OUR WORLD (2<sup>nd</sup> Term)</b></p>	<p><b>Overview of knowledge</b> <b>BIG BEAR FUNK (1st Term)</b> <b>REFLECT, REWIND &amp; REPLAY (2<sup>nd</sup> Term)</b></p>

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	<ul style="list-style-type: none"> <li>• To experiment with different sounds within familiar songs.</li> <li>• To know that you can make different sounds with parts of your body, your voice and instruments</li> <li>• To begin to say if they like or dislike a piece of music</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To confidently sing or say five songs from memory and sing them in unison.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• To know the names of some of the instruments they are playing.</li> <li>• To know there are different instruments from around the world.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• To know that improvisation is when you make up your own songs and moves</li> <li>• Everyone can improvise!</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul> <p><b>Performing</b></p> <p>A performance is sharing music with other people, called an audience.</p>		
	<p align="center"><b>Overview of skills</b></p> <p><b>Pulse</b> – We can enjoy moving to music and finding different ways to keep the pulse.</p> <p><b>Rhythm</b> – We can copy basic rhythm patterns of single words, building to short phrases from songs/nursery rhymes.</p> <p><b>Pitch</b> – We can explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p>	<p align="center"><b>Overview of knowledge</b></p> <p><b>Pulse</b> – We can enjoy moving to music and finding different ways to keep the pulse.</p> <p><b>Rhythm</b> – We can copy basic rhythm patterns of single words, building to short phrases from songs/nursery rhymes.</p> <p><b>Pitch</b> – We can explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p>	<p align="center"><b>Overview of skills</b></p> <p><b>Pulse</b> – We can enjoy moving to music and finding different ways to keep the pulse.</p> <p><b>Rhythm</b> – We can copy basic rhythm patterns of single words, building to short phrases from songs/nursery rhymes.</p> <p><b>Pitch</b> – We can explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p>

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	<p><b>Structure</b> – We know that songs/nursery rhymes have different sections. Just like stories. We can add actions to these sections.</p> <p><b>Dynamics</b> - We can sing along to many nursery rhymes and copy or make up when the song gets loud(er) or quiet(er).</p> <p><b>Tempo</b> – We can sing nursery rhymes that are slow and fast. We can copy ad adult to help us go faster or slower.</p> <p><b>Texture</b> – We can perform nursery rhymes we know and add instruments, actions and dance.</p> <p><b>Timbre</b> - We can hear different sounds in our surrounding environment. Playing different instruments with different sounds.</p>	<p><b>Structure</b> – We know that songs/nursery rhymes have different sections. Just like stories. We can add actions to these sections.</p> <p><b>Dynamics</b> - We can sing along to many nursery rhymes and copy or make up when the song gets loud(er) or quiet(er).</p> <p><b>Tempo</b> – We can sing nursery rhymes that are slow and fast. We can copy ad adult to help us go faster or slower.</p> <p><b>Texture</b> – We can perform nursery rhymes we know and add instruments, actions and dance.</p> <p><b>Timbre</b> - We can hear different sounds in our surrounding environment. Playing different instruments with different sounds.</p>	<p><b>Structure</b> – We know that songs/nursery rhymes have different sections. Just like stories. We can add actions to these sections.</p> <p><b>Dynamics</b> - We can sing along to many nursery rhymes and copy or make up when the song gets loud(er) or quiet(er).</p> <p><b>Tempo</b> – We can sing nursery rhymes that are slow and fast. We can copy ad adult to help us go faster or slower.</p> <p><b>Texture</b> – We can perform nursery rhymes we know and add instruments, actions and dance.</p> <p><b>Timbre</b> - We can hear different sounds in our surrounding environment. Playing different instruments with different sounds.</p>
<p><b>PSHE</b></p>	<p><b>Autumn 1: Families and Friendships and safe relationships</b></p> <p>PSED: ELG: Building Relationships Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p> <p><b>Autumn 2: Respecting Ourselves and Others</b></p>	<p><b>Spring 1: Belonging to a Community and Media Literacy and Digital Resilience</b></p> <p>Understanding the World: ELG: Past and Present Talk about the lives of people around them and their roles in society. Know some similarities between things in the past and now.</p> <p><b>Spring 2: Money and Work</b></p>	<p><b>Summer 1: Physical health and mental wellbeing</b></p> <p>PSED: ELG: Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Personal Safety: Introduction to the Pantosaurus rule from the NSPCC.</p> <p><b>Summer 2: growing and changing and keeping safe</b></p>

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	<p>PSED: ELG: Self-Regulation  Show an understanding of their own feelings and those of others, and being to regulate their behaviour accordingly.  Understand the Zones of Regulation – introduction to Colour Monsters.</p>	<p>PSED: ELG: Managing Self  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.</p>	<p>Understanding the World: ELG: People, Culture and Communities  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>
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