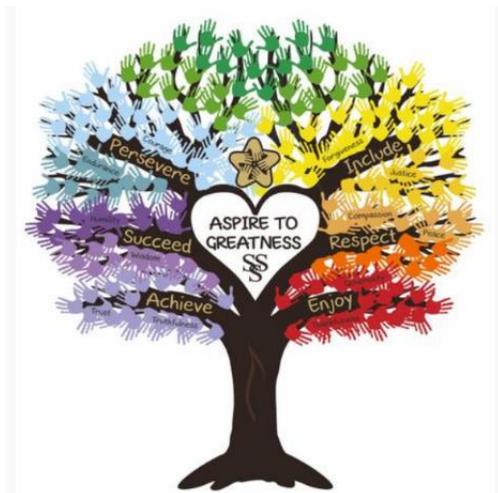


"For we are the handiwork of God, born in Christ Jesus to do good works that God has pre-planned for us to do"  
Ephesians 2:10



St Stephen's CE Primary School

EYFS scheme of work- September 2020

Whole school overview

	Me and my relationships	It's good to be different	Keeping safe	Responsibilities and rights	Being the best I can be	Growing and changing
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All about me, what makes me unique, me and my special people, people who help me, my feelings	We are all special, we are the same but different, families, homes, friendship	Body safety, medicine safety, safety inside and outdoors, feelings, online safety, helpers.	Taking care of each other, my friends, helping others, helping the world, money matters	Having a growth mindset, be a tryasaurus, eatwell, get moving, a good night's sleep.	Changing seasons, life cycles, we grow and change too, getting bigger
KS1A	Our school rules, how are you feeling? Inside feelings and outside feelings, special people in my	Similarities and differences, unkind, tease or bully, saying thank you, fair or not?	Being healthy, lost and found, medicine safety, the PANTS rule	Healthy living, keeping our world healthy, money matters, basic first aid	Healthy eating, killing germs, we all need encouragement,	Inside my body, what babies need, helpers

	life, my friends					
KS1 B	Our class, feelings, words can hurt, friends	This is me, special people, I for include, being kind, R is for respect	Medicine safety, feeling safe, it's ok to say no, secrets	Feeling angry, caring for our world, money, money, money	P is for persevere, choices, keeping clean, smile, my amazing body on the move, inside my body	Lost, then and now, keep it private, basic first aid
Lower KS2 A	Rules for living, losses and changes, my special people, conflict resolution, friendships	Friends and family, belonging, R for respect, love your neighbour	Safety sense, risk taking, helpful or harmful	Valuable volunteers, caring for the environment, spending and saving money, first aid	Choices, aspire to greatness, eatwell	My support network, personal space, secret or not?
Lower KS2 B	My feelings, Positive, healthy relationships, teamwork, feeling the pressure	Compromise and negotiation, keep your distance, it is ok to be different, being the real me,	Keeping safe, dares, medicine safety, choices	Rules, rights and responsibilities, Being a bystander, my community, income and expenditure	Healthy eating, eco friendly, our Broadgate community	Change and loss, secrets and surprises, communicating my feelings, basic first aid
Upper KS2 A	Teamwork, resolving conflict, friendships, healthy relationships, being assertive, our emotional needs, online safety	Friendships, the importance of good listening, discrimination, tolerance and mutual respect, being yourself, our reactions to different situations	Habits, taking risks, dealing with bullying, dares, healthy lifestyle- drugs, the effects of smoking, danger-hazard-risk	Media influence, rights and responsibilities, our community, managing money, borrowing and lending, democracy	Healthy living, strengths and talents, being independent, body image, basic first aid awareness	Resilience, feeling safe, everything changes, puberty, Y6 body changes, Y6 human reproduction, actions and consequences, confidential, stereotypes
Upper KS2 B	Teamwork and cooperation, conflict resolution, friendships and falling out, building self esteem, positive feelings and relationships, healthy relationships, keeping safe online	Tolerance and respect, being different, showing respect, tolerance in the community, positive friendships, stereotypes	Internet safety, sharing information, emotional needs, Drugs-rules and laws 1 and 2, alcohol- what is normal?	Media influence, social media, money and saving, taxes, community groups, democracy 1, democracy and laws	Wellbeing/aspiration, debates and discussions, risk taking 1 and 2, first aid	Managing change, body image, media influence, being yourself, puberty, Y6 body changes, Y6 human reproduction, secrets and support networks

**\*\*PARENTS HAVE A RIGHT TO WITHDRAW CHILDREN FROM THESE LESSONS CHALLENGING STEREOTYPES AND TEACHING ANTI-BULLYING STRATEGIES ARE HERE**

### Intent

Through personal, social, health, and economic education we aim to develop pupils' knowledge of different people in the world, in modern Britain, in the local area and in the school. The programmes of study have been built to increase pupils'

understanding of diversity as well as an understanding how to build relationships. High-quality PSHE education is vital to give pupils the skills they need to be active citizens in the future.

**\*\*EYFS assessment will be made using development matters, in particular the PSED strands\*\***

**Reception:**

**Autumn 1**

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## **Me and my relationships**

### **All about me**

Shared read: 'Dinosaurs Have Feelings, Too' by Brian Moses.

Teach the names of different emotions: for example - happy, sad, tired, lonely, scared, excited, missing someone. Demo how to put an emotion by themselves on an emotion board/feelings display. Teach that people who are feeling different things may behave in different ways and that it is good to share with an adult or another person how they are feeling. Model how to use sentences correctly - 'I am sad because you have taken the bike.' Ask children to describe how characters in books might be feeling and why. Learn key words for feelings.

Possible whole class/group circle time questions/talk points:

- What things make us the same?
- What things make us different?
- What's good about each of these things?
- In what ways is it nice to spend time with family and friends?
- It's also ok to be alone sometimes and enjoy playing and doing things alone
- Special interests and skills

Eg: 'My favourite toy is...' 'The thing I like doing best is...' (compare differences at the end of each circle). Possible ideas to follow up in Continuous provision - Each child draws a picture of themselves and draws things around it that they like to do, or things they are good at and label the drawing. Add mirrors to painting area for self portraits, add different cultural clothes, food (could add to malleable area) and accessories to role play with full length mirror outdoor challenges such as how many times can you hop, star jump, different ways can you balance?

**\*\*Ask the children to bring in a special object for next lesson**

### **I am unique**

Shared read: 'Sulwe' by Lupita Nyong'o [https://www.youtube.com/watch?v=\\_jskK646Edk](https://www.youtube.com/watch?v=_jskK646Edk)

**Revise the things that make us the same/different.**

Explain that people who are feeling different things may behave in different ways, for example, jumping around, sitting quietly not wanting to be disturbed. Explain that we are all different - sometimes we like the same things as each other and sometimes different things. This makes us special or unique. Whilst we are all different we should be proud of what we can do with our talents. We should shine our special light for everyone (share our talents). Celebrate things children say they are good at or that is special about them. Tell us about an object that is special to you or about a special toy or object that you've had since you were very young?

- A favourite book
- A favourite activity

- A favourite place
- Did we all have the same things as our favourite thing?

Ask the class to show their special object to everyone and explain why it's special to them (this could be done as a circle activity). Possible ideas to follow up in continuous provision- Children could draw or make a model of their special thing, have a selection of feely bags: fill these with different objects. Children can play-act circle time activities and talk about the things they like and why they like them. Use the special objects that children bring in for an interactive table display.

## Me and my special people

Shared read- Mr Bear stories <https://www.youtube.com/watch?v=8INHzfPTOF0&safe=active>

Revise the things that make us the same/different and things that are special to different people.

Teach when to use 'please' and 'thank you' and understand that manners used well can make people feel good. Teach how to ask adults for help and other children for help by speaking in full sentences, for example 'please can I ....?' 'Please can you...?' 'Please can you pass...?' Ask the children 'Who do you spend time with?' Use questions to encourage inclusivity such as:

- Who are your special people that you like to spend time with, outside school?
- Does everyone have the same special people? (some are grandparents or other relatives, some are family friends, some are pets).
- Does everyone have the same special people - e.g. did everyone say grandparents? (No - because not everyone has same number or type of relatives, friends, pets etc.)

Summarise that we have different types of families and we have different people who are special to us, both inside and outside our family.

- Who's in your family?
- What makes us the same/different from people in our family?
- How do we help each other in families?
- What do we like to do with our families at home?

Talk about school families

- What about inside school?
- Who helps you in school?
- What different jobs do people do in our school? (Go on a walk around school for a who is who)
- Is it the same for everyone inside school? (No - because different people get on with different groups or individuals).

Use this discussion to introduce children to the concept of having a network of special people. Start by talking with the children about all the people that they feel are special to them. How do they help you? How do you help them to help you? Draw a picture of your special people - write (with help) what makes each of them special. These can be shared with the class later or make a display. Possible ideas to follow up in continuous provision-Using Small World people and a dolls' house, children to try out different kinds of families in a home. Set up a mini classroom area for children to role-play different helpers in the classroom - teachers, teaching assistants, parent helpers etc some books showing different kinds of families in the book area., play animal pairs, display pictures of children doing special things with their families.

## People who help me

Shared read - People who help us- Usborne series <https://www.youtube.com/watch?v=5uTOOQDEMLI&safe=active>

Revise the things that make us the same/different, things that are special to different people and people who help us at home, school and in the community.

Ask the children to carry out small tasks and welcome praise e.g. tidying up; taking turns to play the tidy up music etc. Teach how to give praise to others and the impact of praise on people's feelings. Model how to use praising sentences with others, for example, 'Thank you, you did that well'. Explain that we're going to be thinking about people who are important to us and people who can help us if something is wrong or making us unhappy. Start with some key questions:

- Who do you like to spend time with - at school, at home?
- Who can we go to if we need help with something - at school, at home?

Ask children to hold up one hand and, counting on their fingers and thumb, think of five different people they could talk to if they had something that was making them unhappy. Ask for volunteers to share their five people, as appropriate. Ask the children to think of how they might be able to get help if the adult is very busy (e.g. ask another person to help; go back to the person a bit later; show that they've noticed the person is busy and ask when it would be a good time to ask them for help). Possible activity - My helping five-Children draw around their hand and in or around the five digits, draw the faces of 5 people to turn to for help. With adult help, children can draw or write more information, as appropriate. Possible ideas to follow up in continuous provision - create a friendship stop/buddy den or bench outside, have a people who help us role play/costume area, golden book for the class of people who have been kind to to others etc

### My feelings

Revise the things that make us the same/different, things that are special to different people, people who help us at home, school and in the community and who we can talk to when we are sad.

Shared read- The huge bag of worries (big book). <https://www.youtube.com/watch?v=8QwEOSBjOt8&safe=active>

Talk about how to show friendly behaviour, starting conversations and making good relationships with classmates and familiar adults. Teach how to adapt behaviour to different events, social situations and changes in routine e.g. group phonics, assembly, play time, lunch.

Ask the children 'what can we do when we feel sad?' Circle time- begin with a phrase such as: 'I'm am happy when...' moving next onto: 'I sometimes feel cross when...' then 'I'm excited when...' Explore a range of different feelings. If the children don't come up with different ideas ask them to talk about their ideas with a partner first, to generate more variety. Next, encourage children to share their ideas and solutions for how to deal with these different emotions if they are ones that can be upsetting, such as anger or sadness. There is the potential to bring in word from other languages here, if there are children in the class whose first language is not English. For example, ask, 'How do we say 'happy' in another language?' Possible ideas to follow up in continuous provision- books about feelings in the reading area such as rainbow fish, can't you sleep little bear, Elmer (see Nest for more books), make calming/sensory bottles to add to the reflection area in the class, make a feelings barometer or emoji display with pegs for children to show how they are feeling each day, do a daily go noodle meditation.

### **Reception:**

### **Autumn 2**

### **It's good to be different**

#### We are all special

Shared read- Rainbow fish <https://www.youtube.com/watch?v=QFORvXhub28&safe=active>

Revise the things that make us the same/different, things that are special to different people, people who help us at home, school and in the community and who we can talk to when we are sad.

Teach the concept of 'citizen'. Teach that where someone is born is linked closely to their citizenship. Explain that people born in different countries are citizens of that country, for example, French, German, American, Chinese. Teach that someone can be a citizen if they live in a place for a long time but may look different to other people. Look at some famous people, for example, 'Mo Farah.' Consider Rainbow fish and Elmer and how the grey elephants treated him.

Circle time-Ask the children to think about what makes each person so special. To focus their thinking get them to think first about how we look. Ask them to feel their face very gently, and really quietly think about what is on it. Model quietly feeling face, encourage children to do the same - nose, hair, cheeks, mouth, eyebrows, ears. Say the name of each part, reflectively, as you do so. Explain that we all have these things. Next, hand out the mirrors, asking the children to study their faces. Model saying "I am special" to your reflection in the mirror and encourage children to do this too. Then encourage them to turn to another child and say "You're special." Possible ideas to follow up in continuous provision- make jigsaw photos of the children by cutting laminated photos in 3 pieces, make fruit faces for snack, ask the children to make lists of likes and dislikes.

## We are the same but different

Revise the things that are the same and different about us.

Shared read – The smartest giant in town <https://www.youtube.com/watch?v=cfiPrA8E3qE&safe=active>

Show photographs of different faces from the UK. Discuss the fact that British people can look different in many ways. Include different races, people with disabilities; male/female; different marriages. Learn that all people look different but everyone should be respected. Link this to being a citizen of the UK.

Recap ways we are the same and ways we are different. Ask the children why they think it is good to not be the same. Talk about how and why giving away his smart clothes made the giant happy. Circle time- what do the children like doing. Share ideas and compare how different the ideas are. Possible ideas to follow up in continuous provision- Role play the story using costumes, characters on wooden spoons, story dice, sequencing cards etc.

## Families

Revise the things that are the same and different about us.

Shared read – The great big book of families by M Hoffman [https://www.youtube.com/watch?v=UbQ8\\_S-cBvA&safe=active](https://www.youtube.com/watch?v=UbQ8_S-cBvA&safe=active)

Look at different images and consider if they think the people are families. Teach how families are a type of relationship. Explore different families, for example, single parent; disabled parent; mixed racial heritage etc. Learn what family means. Understand that people have different families and these should be respected.

Discuss how we all started the day- who got you up? What did you eat for breakfast? Who brought you to school? How did you travel? etc Discuss positive aspects of all families such as the benefit of living with Grandparents, having (no) siblings etc. Possible ideas to follow up in continuous provision- clothes and music in the home cover to show diversity

## Homes

Revise the things that are the same and different about us and our families.

Shared read – You choose by P Goodhart <https://www.youtube.com/watch?v=jRmn8blp6c&safe=active> or <https://www.youtube.com/watch?v=T14qMVCyEiY&safe=active>

Ask the children if they know the names of different types of houses. Look at images of different houses and talk about similarities, differences, likes and dislikes. Possible ideas to follow up in continuous provision- children could draw or make their house or their dream house.

## Friendship

Revise the things that are the same and different about us, our families and our homes.

Teach that friendship is a type of relationship and show pupils how to form and retain positive relationships with adults and other children. Teach some of the characteristics of a good relationship and a bad relationship. Remind children about the stories Rainbow fish and the smartest giant in town. What kind things did the characters do? Say? How did those kind words help? Pass a toy fish, soft toy giant or teddy and invite the children to think of kind words to say. Talk about actions speaking louder than words. Possible ideas to follow up in continuous provision – playing paired games such as hop scotch, clapping games, den making etc. Challenge the children to play with someone new

**Reception:**

**Spring 1**

**Keeping safe**

## Body safety

Shared read-The shopping basket J Burningham [https://www.youtube.com/watch?v=s\\_HYKelQG6Y&safe=active](https://www.youtube.com/watch?v=s_HYKelQG6Y&safe=active)

Ask the children what we put on our bodies every day at different times such as when we go to bed, after a bath, when we come to school, go swimming, if we get hurt etc. Draw around one of the children or draw an outline of a child and draw or label all the things. Talk about a day at school and all the things that might go on our body and ways we can protect ourselves (paint, milk, lunch, water, toothpaste, glue, soap, rain etc) Talk about the importance of good hygiene, ways to prevent germs etc. Possible ideas to follow up in continuous provision- dressing teddies/dolls, toothpaste and brushes for the giant teeth, hand washing stations, making posters for good hygiene for shared areas.

## Medicine safety

Revise different things we put on our body and the importance of good hygiene.

Shared read – Florence Nightingale <https://www.youtube.com/watch?v=lo5DdRLjkx8&safe=active>

Have a selection of empty medicine bottles and packets and ask children which go in our body, when? Why? Who puts it there? Where do things go when we swallow them? Ask the children when have they felt poorly and what made them feel better- look for a range of reasons such as a cuddle, rest, fresh air- not just medicines. Ask the children where we should keep medicines, who should take care of them and why. Talk to the children about the dangers of eating or drinking something if they don't know what it is or if they 'find' it. What else should you not touch or swallow? Who could you ask if you were not sure about how safe something was? Possible ideas for follow up in continuous provision- hospital role play, DIY tools in construction area with safety signs, hard hats etc, road safety course with wheeled vehicles outside, people who help us uniforms, visit from school Nurse.

## Safety inside and outdoors

Revise different things we put on our body and the importance of good hygiene, recap who keeps us safe from possible dangers at school, outside and at home and ways we can keep ourselves safe.

Shared read- I didn't do it- T Ross <https://www.youtube.com/watch?v=cEfbaV-Szfl&safe=active>

Ask the children who keeps us safe, ways we can help ourself keep safe and what makes things safe or unsafe. Take a look around the classroom for things that are safe and could be unsafe (water on the floor, things to trip over, trapped fingers in doors etc). Go outside and look in the garden area and playground to spot things that may be (un)safe such as unknown plants, dangerous litter such as glass or unknown bottles/packages. Ask the children to think about their houses and what could be safe and unsafe there (hot water, oven, matches or lighter, chemicals/medicines, electricity, fire, long blind cords, slippery floors, overfull unattended baths etc. Talk to the children about the role of the adult in keeping children safe but also ways we can all keep ourself safe. Possible ideas to follow up in continuous provision- make safety posters or leaflets for different areas in the classroom such as a photo story board of how to carry scissors or rules for PE etc, choose a different child to be the 'safety officer' each day, have positive dojos for children spotting dangers or being safe.

## Feelings

[www.youtube.com/watch?v=uWCjscPzEFw](http://www.youtube.com/watch?v=uWCjscPzEFw) You may want to watch this link before the lesson- it shows how to use puppets to demonstrate consent

Revise different things we put on our body and the importance of good hygiene, recap who keeps us safe from possible dangers at school, outside and at home and ways we can keep ourselves safe.

Shared read- The fed-up cow' by Peta Lemon <https://www.youtube.com/watch?v=bjDRweqy5Ug&safe=active>

Talk to the children about how we know if something isn't safe e.g; we can see, there may be rules to follow or an adult will tell us it is not safe. Tell the children that sometimes our clever body tells us when something is not safe even if no-one has told us it is not- we might feel scared or nervous, it might hurt or we might get a feeling that we don't want to do something any more. Tell the children if this happens we can move away from the danger and tell a trusted adult. Using emoji faces ask the children how they feel about different scenarios (safe, not safe and not sure).

1. crossing a busy road
2. playing in the yard
3. balancing along the kerb
4. walking along the top of a high wall

5. cycling along a pavement
6. playing a board game with Nanna
7. getting lost in the supermarket
8. swimming/jumping in at the deep end
9. playing football in the park with the big children
10. putting your shoes on
11. playing at the park with the big children
12. watching telly on the sofa
13. travelling in the back of the car with your seatbelt on
14. playing with your friends in the sand pit

Talk to the children about how people can make us feel safe- hold hands, give a hug, say kind words, make a drink or snack etc. Ask the children if these are ok or safe touches? Some people like hugs and some don't. What can we do if we don't like those touches? (Recap- move away, say 'I don't like that' and tell a trusted adult). Use dolls or puppets to demonstrate consent and the use of body language as well as words to show consent or not- show different touches such as high 5, hand shake, hug and then a touch of the bottom. Explain to the children that our bodies are private and should be respected (link to R in ASPIRE) If someone touches someone else when they or their body is saying no then this is an unsafe touch and we should try and walk away and tell a trusted adult. Possible ideas for continuous provision- Have stickers on a toy of where it is ok/not ok to touch, use the puppets to role play permission to touch.

### Online safety

Revise different things we put on our body and the importance of good hygiene, recap who keeps us safe from possible dangers at school, outside and at home, ways we can keep ourselves safe and safe and unsafe touches.

As a whole class watch the film *Jessie and Friends* Episode one, *Watching Videos* (4-5 years), available at this link: [www.thinkuknow.co.uk/parents/jessie-and-friends-videos/](http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/) Recap the story with the children, checking they understand the important messages. Possible ideas to follow up in continuous provision- write some rules for the classroom to go near the technology area or the ICT suite about keeping safe online or watching videos and about sharing child-friendly search engines such as kiddle.

### Helpers

Revise different things we put on our body and the importance of good hygiene, recap who keeps us safe from possible dangers at school, outside and at home, ways we can keep ourselves safe, safe and unsafe touches and online safety.

Shared read- and Tango makes Three. <https://www.youtube.com/watch?v=WypjUa908hM>

How did the zoo keeper show that he looked after the penguins? This is a true story and shows how the penguins were cared for.

Talk about people who help us and the term trusted adult. How do we know who a trusted adult is? (They look after us when we are sad/hurt, we can talk to them when we are worried, we are close to them, they help us, they don't scare us etc). Explain it is usually people we know like family, friends and adults at school but there are other people who we don't know whose job it is to keep us safe. Talk to the children about the emergency services and how they help us (fire, dentist, doctor, nurse, vet, police, road crossing patrol etc). Possible ideas for continuous provision- books about people who helps us in the reading area, props and costumes in the outdoor area/ role play

## **Reception:**

## **Spring 2**

## **Responsibilities and rights**

### Taking care of each other

Shared read-Five minutes peace- Jill Murphy <https://www.youtube.com/watch?v=EA3blQB1psU>

Circle time- who are the people in your family? Talk to the children about who looks after people in their family and how they can look after people too. Discuss the fact that the adult usually looks after the children but that children can play their part by looking after the grown ups feelings, saying thank you, being helpful etc. Role play different scenarios such as a sibling is poorly, a parent is working hard making dinner, a cousin is sad because they are not allowed to play out and ask how could

they help. Some children might say give hugs etc. This is a good time to recap asking permission and making sure the other person is ok with that (consent). Also discuss time out and quiet time- why is it sometimes a good idea to be quiet and on our own if we are sad or worried. Possible ideas to follow up in continuous provision – drawing who is in your family, make thank you cards for loved ones, have stay and play sessions where children perform acts of thankfulness etc. Possible ideas to follow up in continuous provision- add items to the reflection area which encourage peace eg soft lighting, music, pictures of peaceful places.

## My friends

Revise different families and how we can help take care of people we love.

Shared read- I want a friend by T Ross <https://www.youtube.com/watch?v=wqxs8H7bo5o> (Challenge gender stereotypes at the start of this book)

Circle time- Try and think of when somebody might need help from a friend? How would you like your friend to help you? Tell the children that they can say no if a friend asks them to do something which makes them feel not safe- refer back to safe/unsafe touches and that sometimes people like to have quiet time. Talk to the children about how we can help people we don't know such as homeless people, the elderly, areas where there is famine and natural disasters (link to class charities, Harvest, Macmillan coffee morning and children in need as examples). Possible ideas to follow up in continuous provision- role play different scenarios such as your friend tells you their pet has died, your friend falls over at playtime and see how the children respond etc (recap consent rule if children talk about hugs), send cards to Judd House just because!, have dojo shout outs at the end of each day- maybe children could choose who they think deserves a dojo and why

## Helping in the environment

Revise different families, how we can help take care of people we love and help those in need that we don't even know.

Shared read – Dinosaurs and all that rubbish [https://www.youtube.com/watch?v=9oUxR437\\_d0](https://www.youtube.com/watch?v=9oUxR437_d0)

Explain that we have thought about taking care of people but that we must also take care of our environment. Ask the children for ideas of ways that we can improve our classroom, school grounds and home such as tidying toys away, help to set the table, planting and weeding in the garden, litter picking and being a monitor. Set up additional jobs for the week such as watering plants, dojo monitor, cloakroom attendant etc. Ask the children what would happen if we didn't do jobs like these? Possible ideas to follow up in continuous provision- Display photos of monitors in each area, set talk homework for children to do what jobs they do to help at home.

## Helping the world

Revise different families, how we can help take care of people we love, help those in need that we don't even know and ways to help look after our environment.

Shared read – Dinosaurs and all that rubbish [https://www.youtube.com/watch?v=9oUxR437\\_d0](https://www.youtube.com/watch?v=9oUxR437_d0)

Circle time – Choose from some of these questions. What is special about our world? How do you look after our world to help make it a better place? Why is water so important? Who and what needs water? (RE links to baptism, Wudhu) In groups, go on a local walk and look at nice/nasty parts of our locality. Look at ways people try to improve the environment such as dog waste and litter bins, recycling points, food bank signs etc. Link to our Bible verse Ephesians 2:10 "For we are the handiwork of God, born in Christ Jesus to do good works that God has pre-planned for us to do" Possible ideas to follow up in continuous provision- litter pick, weed and plant in garden area, make bird feeders, recycle packed lunch rubbish and compost fruit waste.

## Money matters

Revise different families, how we can help take care of people we love, help those in need that we don't even know and ways to help look after our environment.

Shared read- *The Great Pet Sale* by Mick Inkpen <https://www.youtube.com/watch?v=1ISVfZAVD6o>

Fill a chatterbox with items/photos of coins (discuss names and amounts), notes, debit/credit cards, till, price tags/labels, receipts, charity collection box, purses/wallets, shopping trolley/basket, piggy bank, ATM, chip and pin machine. Take the

children's questions and comments and record on a flip chart for display. Ask questions such as: how do we get money? Why do we need it? Why should we save it? How do we save it? Discuss money saved for class charity, harvest, children in need, Macmillan coffee morning etc. Possible ideas to follow up in continuous provision- role play shop or visit the corner shop in groups, design and make purses, earn money (plastic) for completing tasks or doing good deeds.

## **Reception:**

## **Summer 1**

## **Being the best I can be**

### **Having a growth mindset**

Shared read- *Rosie Revere, Engineer* by Andrea Beaty <https://www.youtube.com/watch?v=3sNVhNThxcc>

Talk time- Have you ever felt shy? Why does Rosie feel shy? Role play the part in the story where Rosie is in bed and ask all the children to shout out cheers of encouragement to her. Read to the end of the story. Talk about the word quitting and link this to the P in ASPIRE for perseverance. Ask the children to share their goals (it could be a good football themed display!) Possible ideas to follow up in continuous provision- set up an outdoor/indoor obstacle course, have a game of the day such as jenga, kerplunk etc

### **Be a tryasaurus!**

Shared read -The Dot by Peter H. Reynolds <https://www.youtube.com/watch?v=Clpw7PG7m1Q>

Revise feeling shy and how people can bounce back after knock backs

Ask the children how Vashti feel at the end of the art class? (A bit of a giveupasaurus) Later, how did Vashti feel when her teacher put her drawing in the gold frame? At the end of the book, What did Vashti do to help others say "Yes I can!?" After the story, ask children to share something they're going to have a go at doing that day, or that week. Possible ideas to follow up in continuous provision- children turn their own dot pictures into works of art, have a 'yes I can' or 'I am a tryasaurus' dojo point.

### **Eat well**

Revise feeling shy, how people can bounce back after knock backs and being a tryasaurus not a giveupasaurus.

Circle time - 'My favourite healthy food is....'

Shared read- I will never not ever eat a tomato- L Child <https://www.youtube.com/watch?v=taDXllhL3mU>

Explore a chatterbox full of different kinds of packets, tins, fresh and dried foods. Ask the children what we eat, why and talk about food choices at school. Share children the Eatwell guide and teach the food group action. 'Cereal (rice, pasta, bread - sometimes known as carbohydrates etc.) gives us energy' - wave arms in the air. 'Proteins (beans, meat, fish etc.) help our muscles grow' - feel muscles in one arm. 'Milk and dairy foods (cheese, yoghurt etc.) make our bones and teeth stronger' - show a toothy smile. 'Vegetables and fruit make us healthy all over' - draw a big circle in the air to represent the body feeling healthy all over. Talk about how much of each food we should eat and why. Possible ideas to follow up in continuous provision- food sorting and tasting, food collage.

### **Get moving**

Revise feeling shy, how people can bounce back after knock backs, being a tryasaurus not a giveupasaurus and the eatwell guide food group actions.

Shared read - I don't want to wash my hands -Tony Ross <https://www.youtube.com/watch?v=NTFGktCUkpQ>

How can we stay healthy? Discuss the following- washing especially hands. Discuss Covid 19 rules at school and home (how much soap, how to wash properly), combing hair (when and why), sleep (going to bed early enough), good food (refer to eatwell), exercise (how often and what kinds of exercise are there), teeth brushing (how often and why toothpaste). Possible ideas for continuous provision- Go Noodle, gym role play area.

### **A good night's sleep**

Revise feeling shy, how people can bounce back after knock backs, being a tryasaurus not a giveupasaurus, the eatwell guide food group actions and ways to keep healthy.

Shared read - I don't want to go to bed by Tony Ross [https://www.youtube.com/watch?v=YAltJ\\_Sc2iU](https://www.youtube.com/watch?v=YAltJ_Sc2iU)

Fill a chatterbox with soap, toothbrush and toothpaste, shampoo, headlice lotion and a brush or comb. Ask children about their bedtime routine and things that people help them with and things they can do all by themselves. Add sleep time things to the role play such as slippers, dressing gown, toothbrushes and toothpaste, night lights, story books, cups for milky drinks, bubble bath bottles, towels etc. Ideas to follow up in continuous provision- bedtime stories in the reading area, introduce a positive dojo for independence.

**Reception:**

**Summer 2**

**Growing and changing**

### Changing seasons

Shared read- Non – fiction book about seasons

Talk to the children about each seasons and the order of the seasons. Do they have a favourite season? Why? Explain that seasons create a cycle throughout the year and this happens because sometimes the earth tips towards the sun, we we're a bit nearer the sun. This means we get warmer weather and things grow better. Gradually the earth tips the other way, so it's a bit further away from the sun. Then the weather gets colder and things like plants die or don't grow very much, if at all. That's why we have different seasons. Make a seasons display using pictures over the year such as Harvest in Autumn, Christmas activities for Winter, Easter activities for Spring. Possible ideas to follow up in continuous provision-picture cards of the 4 seasons with objects to match, books about seasons in the reading area, children to draw their favourite season, have a table top of wheels for children to further explore the idea of cycles- bike wheels, wind wheels, prams, hoops, toy cars and wheels for the water tray.

### Life cycles

Revise the 4 seasons and the concept of a cycle.

Shared read –The very hungry caterpillar

Watch a clip of a life cycle of an animal such as frogs, butterflies etc. Keep pausing and ask the children how it is growing, moving and changing and do they know other animals that have a similar life cycle. Talk about animals and their babies and ask children if they know the names instead of baby cow, baby sheep etc. Possible ideas to follow up in continuous provision- table top lifecycles of frog and butterfly and children could replicate on a paper plate using peas, pasta etc.

### We grow and change too

Revise the 4 seasons and the concept of a cycle and life cycles of some animals.

Shared read- Once there were giants <https://www.youtube.com/watch?v=gekeT5MwUYo>

Pause at particular points in the story and ask what sort of things she could do as baby compared to as a toddler, teenager etc. How did she grow and change? What helped her grow? Who were the giants and why were they called this? Possible ideas to follow up in continuous provision- sort pictures of humans into life stages and label them. Children and staff could bring in baby photos and guess who they are.

### Getting bigger

Revise the 4 seasons and the concept of a cycle, life cycles of some animals, animals and baby names and how humans grow and change.

Shared read – You'll soon grow into them Titch

Talk to the children about how they have changed since they were a baby, how do they know they have grown? Show pictures of bottles, cots, babygrows etc. Who has a wobbly tooth? What makes us grow? What can YOU do now that you couldn't when you were a baby? Possible ideas to follow up in continuous provision- looking at similarities in baby photos- what makes us similar to our family? What makes us different? Children could draw themselves as a baby and now. Children could draw round their hands, feet or head and compare sizes. Role play being babies, grown ups, old people etc. Provide suitable props such as walking sticks, cot etc.