

EYFS — Personal Development



Subject	Character development	Citizenship	British values	Equality	Physical and mental health	Preparations for next stages	Careers
<p>Understanding the World (History, Geography, Science)</p>	<p>All About Me- learn about their family/family tree/local community/how families change over time/types of families People Who Help Us</p> <p>Transport- Ernest Shackleton-perseverance</p> <p>Space- exploration/ Determination</p> <p>Stories from the Past-George and the Dragon/solving problems/bravery Greek Myths-Prometheus</p>	<p>All About Me-how to be a good citizen within our community.</p> <p>Kings and Queens- improvements in our local area.</p> <p>Planting outside to make area look nice.</p> <p>Know how to keep themselves healthy.</p>	<p>All About Me- families are different. Respect</p> <p>Transport- transport around the world understanding different cultures</p> <p>Kings and Queens- monarchy, Royal family, the Government, voting, Union Jack</p> <p>Stories from the Past- learning about famous British stories</p>	<p>Space-learning about female astronauts-Mae Jemison</p>	<p>All About Me-learning about their bodies and how they change over time.</p> <p>Growing and Changing Where food comes from</p> <p>Sorting healthy/ unhealthy</p>	<p>Transport-road safety/how we can travel safely</p> <p>All About Me- Map-work</p>	<p>All About Me- People Who Help Us-different types of jobs</p> <p>Space- learning about the role of an astronaut/ astronomers/ scientists</p> <p>Growing and Changing- Learning about roles e.g farmers and botanists Their dream job</p> <p>Kings and Queens- roles in Government, If I were the Prime Minister story</p>
<p>PSED (Personal, Social, Emotional Development)</p>	<p>Jigsaw- Being Me in my World Jigsaw- Celebrating Difference Jigsaw- Relationships</p>	<p>To know they are part of a school/ class community.</p>	<p>Jigsaw- Celebrating Difference</p> <p>Playing simple games with fair rules.</p> <p>Talking about and following classroom rules.</p> <p>Listening to and respecting other children’s views and opinions.</p>	<p>Jigsaw- Celebrating Difference</p>	<p>Jigsaw- Being Me in my World Jigsaw-Healthy Me Jigsaw- Relationships Jigsaw-Changing Me</p> <p>The Colour Monster-feelings circles</p>	<p>Jigsaw-Dreams and Goals Jigsaw-Changing Me</p> <p>Healthy food choices and knowing how exercise impacts our bodies.</p>	<p>Jigsaw-Dreams and Goals</p>
<p>Expressive Arts and Design</p>	<p>All About Me- line drawing of family</p> <p>Home Corner Junk Modelling-perseverance</p>		<p>Kings Great Hall Role Play</p> <p>Decorating flags representing symbols of Great Britain and the Monarchy.</p>	<p>All About Me-self portraits</p> <p>Home Corner</p>	<p>Doctors Role Play</p> <p>Mindfulness art and movement.</p> <p>Music appreciation</p>	<p>Developing artistic skills that prepare for moving into Year 1. Colour mixing, using different tools and different mediums.</p> <p>Speaking and listening skills to prepare for Year 1.</p>	<p>Doctors Role Play</p> <p>Vet Role Play</p> <p>Shoe shop/ garden centre role play</p> <p>Music lessons- singing, musical instruments.</p> <p>Learning about different artists.</p>

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Literacy	The Hare and the Tortoise Stories that we read	Stories that we read	Voting for stories they want to read at the end of the day. If I were the Prime Minister story Stories that we read	Its OK to be Different My Family Todd Parr (Books) Learning about different places in the world and their culture, differences/ similarities. For example, Anansi the Spider(Africa). The Wheels on the Tuk, Tuk (India).	Stories that we read	Fine motor skills to prepare for writing. Letter formation and phonics lessons. Providing the basics for reading and writing. Stories that we read	What is an author/ illustrator? Encouraging children to develop a love for writing. Stories that we read
Other Opportunities	Characteristics of Effective learning that run throughout our curriculum Christmas Play Panto		Voting Station for stories Trip to Stafford Castle Chinese New Year, Diwali	Chinese New Year, Diwali, Remembrance Day, Bonfire Night.	Dentist/oral health Brain breaks Outside area-climbing Woodland Walks	Transition to Year 1	Visitors/vets/dentists

EYFS—SMSC

Spiritual Examples	Moral Examples	Social Examples	Cultural Examples
<ul style="list-style-type: none"> • Going to the woods/being outside this includes: • Throwing autumn leaves into the air • Snow angels in the snow • Kicking autumn leaves • Appreciating nature from a distance • Christingle-when all the candles are lit and it goes dark you can hear the intake of breath • Yoga • Times of quiet-breathing exercises we do. 	<ul style="list-style-type: none"> • Morals told through stories such as Hare and the Tortoise, King Midas and the Golden Touch. • British Values that are taught • R.E stories/parables that we teach 	<ul style="list-style-type: none"> • Very nature of EYFS means that children are encouraged to talk/interact with peers. • Role Play-different families, jobs • Talking Partners/chatty chums • Time to Play 	<ul style="list-style-type: none"> • Black History Month-Windrush and Floella Benjamin •Resources that we use represent different cultures • Learn about different celebrations-Diwali, Chinese New year • Stories that we use • PKC unit– Stories from the past-Anansi Spider-teach about Africa . • Dressing up clothes that we have

EYFS—Wider opportunities

Enrichment	Pupil leader ship	Safeguarding
<ul style="list-style-type: none"> • Trips-church, Stafford Castle, Library, local area • Whole school pantomime trip • Sports week • Pets as therapy • Charity events (CIN, Comic relief, East Cheshire Hospice) • Science week • House competitions • Friends and family lunch • Sports day • Christmas production • Country wide picture news • Visitors leading worship (Nic Blackmore, Rev Nic, Stoke city, Music for life Rotary club) • PTA events—disco, bbq, Stoke pantomime • Visitors— kitchen staff, parents, making pancakes with the children • Zooms— for author visit • After school clubs offered in the summer term. 	<ul style="list-style-type: none"> • Children given responsibilities e.g. collecting fruit, line leading • Children are asked to vote for stories • Children lead their own learning • Children make their own decisions 	<ul style="list-style-type: none"> • Appropriate staff/child ratio • Children taught about safety in the classroom/outside • Children taught to take risks • Teach road safety/being healthy, relationships • Teach children about People who Help Us-police, lifeguards-people to keep us safe • Supervise children when they are eating