

EYFS Curriculum Mapping 2023-2024

Prime Area	Area of learning: Personal, Social, Emotional Development (Cycle B)					
	Autumn 1 New Beginnings Let's Explore!	Autumn 2 Building Relationships Families	Spring 1 It's good to be me!	Spring 2 Healthy Me! Friends	Summer 1 Our World	Summer 2 Changing Me! Look how far we've come!
Preschool (F1) Objectives	To recognise that we feel different emotions To understand that we have rules To recognise my family	To identify some emotions To follow basic rules To recognise that we need to keep healthy	To begin to build friendships To explore confidence and trying new things To ask permission before they use a device To take turns with one other person	To begin to regulate emotions To begin to help others To discuss some ways to keep healthy	To begin to regulate emotions To begin to help others To discuss some ways to keep healthy	To recognise what money is To recognise how to make healthy choices To be more independent
Reception (F2) Objectives	RE (Come and See) Creation and Covenant Prophecy and Promise Multi-faith week- Judaism Multi-faith week- Islam		RE (Come and See) Galilee to Jerusalem Desert to Garden		RE (Come and See) To the ends of the Earth Dialogue and Encounter	
	RSHE (Journey in Love) <i>Social and emotional</i> To recognise the joy of being a special person in my family		RSHE (Journey in Love) <i>Spiritual</i> To celebrate the joy of being a special person in God's family		RSHE (Journey in Love) <i>Physical</i> To recognise that we are all different and unique	
	No Outsiders To say what I think (Text: You Choose)	No Outsiders To understand that its ok to like different things (Text: Mommy, Mama and Me)	No Outsiders P4C-A Good Friend	No Outsiders To make friends with someone different (Text: Blue Chameleon)	No Outsiders To understand that all families are different (Text: Red Rockets and Rainbow Jelly)	No Outsiders To celebrate my family (Text: It's Ok to Be Different)
	Self regulation To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one step instructions	Self regulation To talk about how they are feeling To begin to consider the feelings of others	Self regulation To focus during longer whole class lessons To follow two step instructions	Self regulation To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others To understand the concept of money and spending money wisely	Self regulation To control their emotions using a range of techniques To set a target and reflect on progress throughout	Self regulation To maintain focus during extended whole class teaching To follow instructions of three steps or more
	Managing self To begin to develop class rules and understand the need to have rules To understand the school rules To wash hands independently To put coat and socks on independently To explore different areas within the environment To use the toilet independently	Managing self To practise doing up a zip To develop class rules and understand the need to have rules To have confidence to try new activities To adapt behaviour to a range of situations To understand they are special	Managing self To see themselves as valuable To practise doing buttons To practise doing up buckles To know how to keep safe online To know what to do if something happens online and who to tell	Managing self To recognise how to keep healthy including Road safety Sleep Screen time Food Teeth Physical Mental To identify and name healthy foods	Managing self To manage own basic needs independently To make choices, including healthy foods To understand ways in which they can look after the natural environment	Managing self To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zips, buttons and buckles with minimal support
	Building relationships To seek support of adults when needed To gain confidence to speak to peers and adults To understand who the trusted adults are in school	Building relationships To play with children who are playing with the same activity To help to find solutions to conflicts and rivalries To begin to develop friendships To have positive relationships with all staff	Building relationships To begin to work as a group with support To use taught strategies to support turn taking To begin to show resilience and perseverance in the face of challenge To understand that they belong to a communities- St Basil's School Family	Building relationships To listen to the ideas of other children and agree on a solution and compromise To begin to understand the concept of respect	Building relationships To work as a group To begin to develop relationships with other adults around the school Understanding sharing	Building relationships To have confidence to communicate with adults around the school To have strong friendships
PSED Knowledge						
PSED across the Curriculum	Through all continuous provision					

	<ul style="list-style-type: none"> • Small group work • Following school rules • Listening to others • Circle times • Sharing resources • Building relationships • Expressing feelings • Personal hygiene 	<ul style="list-style-type: none"> • Small group work • Following school rules • Listening to others • Circle times • Sharing resources • Building relationships • Expressing feelings • Personal hygiene 	<ul style="list-style-type: none"> • Small group work • Following school rules • Listening to others • Circle times • Sharing resources • Building relationships • Expressing feelings • Personal hygiene 	<ul style="list-style-type: none"> • Small group work • Following school rules • Listening to others • Circle times • Sharing resources • Building relationships • Expressing feelings • Personal hygiene 	<ul style="list-style-type: none"> • Small group work • Following school rules • Listening to others • Circle times • Sharing resources • Building relationships • Expressing feelings • Personal hygiene 	<ul style="list-style-type: none"> • Small group work • Following school rules • Listening to others • Circle times • Sharing resources • Building relationships • Expressing feelings • Personal hygiene
Key Vocabulary & Terminology	Family, rules, emotions, happy, sad, angry, worried, help, independence, independently, special, instructions, rules	Consideration, feelings, family, behaviour, special, unique, friendships, positive	Good friend, instructions, valuable, safety, online safety, turn taking, resilience, perseverance, challenge, community	Feelings, social, emotional, money, healthy, food, sleep, mental, physical, solution, respect	Emotions, reflect, basic needs, independently, natural environment, relationships, sharing	Instructions, choice, healthy food, resilience, perseverance, challenge, communication, friendships
Significant People, Places & Events inc. local area	School staff e.g. Teacher Head teacher Site manager Family Friends Explore the school grounds Trusted adults in school	Guy Fawkes Fireworks Display Diwali Hindus Explore school grounds Minibeast hunt	Chinese New Year China Globe Explore school grounds Farm Pets in our family Animal visits into school	Easter Church People who help us e.g. police, ambulance etc Growing food	Learning languages Different countries	Visit to Victoria Park- train ride Making transport in role play
Culture, Inclusivity & Developing a love of Personal, Social and Emotional Development	International Day of Democracy International Day of Peace CAFOD Family Fast Day Black Lives Matter Multi-faith week- Judaism World Mental Health Day	Remembrance day Diwali Anti-Bullying Week World Children's Day Multi-faith week- Islam Bonfire Night CAFOD Advent National Assembly Christmas Jumper Day Christmas Day	New Year Resolutions Chinese new year Valentine's day Pancake Day Safer Internet Day Children's Mental Health Week Ash Wednesday Random Acts of Kindness Day	Fairtrade Fortnight World Book Day Mother's Day Cafod Family Fast Day Commonwealth Day British Science Week International Day of Happiness Easter	Mental Health Awareness Week World Day for Cultural Diversity	Father's Day World Refugee Day Business and Enterprise Week
Assessment						
Assessment Criteria Early Learning Goal	Self regulation Show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed 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.	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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Building relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		