

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

Topic	Lesson	Lesson Objective	EYFS outcomes	Vocabulary
Self regulation and feelings	Identifying my feelings	To identify different feelings and emotions.	<p>Personal, Social and Emotional Development</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Characteristics of effective learning</p> <p>> Playing and exploring</p>	<ul style="list-style-type: none"> • feelings • emotions • happy • sad • angry • calm • scared • loved
	Feeling jars	To identify and express my feelings.	<p>Personal, Social and Emotional Development</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Characteristics of effective learning</p> <p>> Playing and exploring</p> <p>> Active learning</p>	<ul style="list-style-type: none"> • feelings • emotions • happy • sad • angry • calm • scared • loved

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			> Creating and thinking critically	
	Coping strategies	<p>To explore different coping strategies to help regulate our emotions.</p> <p>To identify our own feelings.</p> <p>To consider the reasons behind our emotions.</p>	<p>Personal, Social and Emotional Development</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Characteristics of effective learning</p> <p>> Playing and exploring</p> <p>> Active learning</p> <p>> Creating and thinking critically</p>	<ul style="list-style-type: none"> • feelings • emotions • happy • sad • angry • calm • scared • loved
	Emotional adjectives	To explore the different adjectives that can be used to describe feelings.	<p>Personal, Social and Emotional Development</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Characteristics of effective learning</p>	<ul style="list-style-type: none"> • happy • cheerful • positive • delighted • smiley • sad • unhappy • upset • gloomy • miserable • angry • cross • annoyed • frustrated • furious • loving • caring • supportive • affectionate • friendly • calm • peaceful

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			> Active learning	<ul style="list-style-type: none"> • quiet • still • relaxed • scared • nervous • anxious • worried • unsure
	Facial expressions	To explore different facial expressions and what they mean.	<p>Personal, Social and Emotional Development</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Characteristics of effective learning</p> <p>> Playing and exploring</p> <p>> Active learning</p>	<ul style="list-style-type: none"> • worried • angry • sad • calm • excited • surprised • tired • scared • proud • shy • loved • bored • sorry • expression • face • facial expression • emotion • feeling
	Creating a calm corner	To identify different feelings and how to moderate behaviour socially and emotionally.	<p>Personal, Social and Emotional Development</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<ul style="list-style-type: none"> • worried • angry • sad • calm • excited • surprised • tired • scared • proud • shy • loved • bored • sorry • expression • face • facial expression • emotion • feeling • regulation

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			<p>Characteristics of effective learning</p> <ul style="list-style-type: none"> > Playing and exploring > Active learning 	<ul style="list-style-type: none"> • dysregulation
Building relationships: Special relationships	My family	<p>To talk about our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Personal, Social and Emotional Development</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Understanding the World</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<ul style="list-style-type: none"> • family • love • valuable • special • unique • different • mummy • daddy • sister • brother • grandpa • grandma • uncle • auntie
	Special people	<p>To talk about people that hold a special place in children's lives.</p> <p>To think about what it means to be a valued person</p>	<p>Personal, Social and Emotional Development</p> <p>See themselves as a valuable individual.</p> <p>Understanding the World</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<ul style="list-style-type: none"> • love • valuable • special • unique • different
	Sharing	<p>To understand why it is important to share and cooperate with others.</p> <p>To develop strategies to help when trying to share with others</p>	<p>Personal, Social and Emotional Development</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p>	<ul style="list-style-type: none"> • share • sharing • friend • take turns • timer

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			ELG: Building Relationships: Work and play cooperatively and take turns with others	
	I am unique	To see themselves as a valuable individual. To understand that it is ok to like different things.	Personal, Social and Emotional Development See themselves as a valuable individual. Think about the perspectives of others.	<ul style="list-style-type: none"> • interests • hobby • passion • like • dislike • enjoy • different • similar • unique • special • individual
	My interests	To see themselves as valuable individuals. To share their interests with the group	Personal, Social and Emotional Development See themselves as a valuable individual	<ul style="list-style-type: none"> • interests • hobby • passion • like • dislike • enjoy • different • similar • unique • special • individual
	Similarities & differences	To explore diversity through thinking about similarities and differences.	Personal, Social and Emotional Development See themselves as a valuable individual. 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	<ul style="list-style-type: none"> • same • different • similar • diversity • unique
Managing self- taking on challenges	Why do we have rules?	To understand why we have rules.	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • rules • reason • right • wrong • safe

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			<p>Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Characteristics of Effective Learning Playing and exploring</p>	<ul style="list-style-type: none"> • confident • comfortable • fair • equal • enjoyable • calm • orderly
	Building towers	<p>To understand the importance of persistence in the face of challenges.</p> <p>To develop confidence in their own ability to solve problems</p>	<p>Personal, Social and Emotional Development</p> <p>Show resilience and perseverance in the face of challenges.</p> <p>ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Characteristics of Effective Learning</p> <p>Active learning</p> <p>Creating and thinking critically</p>	<ul style="list-style-type: none"> • challenge • difficulty • persistence • perseverance • trial and error
	Grounding	To learn and practise 'grounding' coping strategies.	<p>Personal, Social and Emotional Development</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> • challenge • difficulty • worried • anxious • panicked • frustrated • upset • coping • strategy • grounding • technique • calm • relaxed • happy

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			Active learning	
	Team races	To understand the importance of perseverance in the face of challenge	<p>Personal, Social and Emotional Development</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Characteristics of Effective Learning</p> <p>Active learning</p> <p>Creating and thinking critically</p>	<ul style="list-style-type: none"> • challenge • difficulty • try • mistake • stronger • persist • persevere
	Circus skills	To learn new skills, showing resilience and perseverance in the face of challenge.	<p>Personal, Social and Emotional Development</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Characteristics of Effective Learning: - Active learning - Creating and thinking critically</p>	<ul style="list-style-type: none"> • challenge • difficulty • try • mistake • stronger • persist • persevere
Self-regulation Listening & following instructions	Simon says	To understand why it is important to listen carefully.	<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will: Listen attentively and</p>	<ul style="list-style-type: none"> • listen • listening • understanding

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			<p>respond to what they hear.</p> <p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <p>Give focused 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.</p> <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	
	<p>Listening to a story</p>	<p>To listen attentively to a story.</p> <p>To talk about and retell parts of a story they have deep familiarity with.</p>	<p>Literacy</p> <p>ELG: Comprehension</p> <p>Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> • listen • listening • understanding

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			<p>Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <p>Give focused 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.</p>	
	<p>Pass the whisper</p>	<p>To understand why it is important to listen carefully.</p> <p>To understand why it is important to tell the truth and think about the feelings of others</p>	<p>Personal, Social and Emotional Development</p> <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p>	<ul style="list-style-type: none"> • listen • listening • understanding • friends • truth • feelings • honest

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			Show sensitivity to their own and to others' needs.	
	Obstacle races	To follow instructions involving several ideas or actions. To persevere when things are difficult.	<p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <p>Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p>	<ul style="list-style-type: none"> • listen • instructions • obstacle course • challenge • persevere • persist • team
	Blindfold walk	To follow instructions involving several ideas or actions. To give simple instructions	<p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <p>Give focused 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.</p> <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<ul style="list-style-type: none"> • blindfold • obstacle • listen • explain • instructions • team

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

	Treasure hunt	To listen and respond to phrases and instructions that involve several ideas or actions	<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>ELG: Listening, Attention and Understanding:</p> <p>Children at the expected level of development will:</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <p>Give focused 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.</p>	<ul style="list-style-type: none"> • odd • different • listen • clue • hunt
Building relationships My Family & friends	Festivals	To understand that we all have different beliefs and celebrate special times in different ways.	<p>Personal, Social and Emotional Development</p> <p>ELG: Building Relationships</p>	<ul style="list-style-type: none"> • festival • special event • religion • culture • beliefs • tradition

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

		To think about the perspectives of others in the class.	Show sensitivity to their own and to others' needs.	
Sharing	<ul style="list-style-type: none"> To understand why sharing is important. To think about the perspectives of others in the class. 	<p>Personal, Social and Emotional Development</p> <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <p>Work and play cooperatively and take turns with others.</p>	<ul style="list-style-type: none"> share sharing friend take turns friendly kind polite 	
What makes a good friend?	<p>To understand the characteristics that make a good friend.</p> <p>To think about why it might be difficult for others to be a good friend all of the time</p>	<p>Personal, Social and Emotional Development</p> <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>	<ul style="list-style-type: none"> share friend take turns kind feelings emotions 	
Being a good friend	To consider why it is important to support each other by being kind.	<p>Personal, Social and Emotional Development</p> <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p>	<ul style="list-style-type: none"> friend kind compliment support loved appreciated happy 	

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>	
	Teamwork	To learn how to help, listen to and support others when working in a team.	<p>Personal, Social and Emotional Development</p> <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>	<ul style="list-style-type: none"> • team • teamwork • teammate • collaborate • work together • listen • support • encourage
	Celebrating friendships	To plan a party to celebrate the special friendships within the class.	<p>Personal, Social and Emotional Development</p> <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> • classmates • celebrate • celebration • friendship • relationship • party • classroom
Managing self: My Wellbeing	What is exercise?	<ul style="list-style-type: none"> • To learn about the importance of exercise. • To explore how exercise affects 	<p>Personal, Social and Emotional Development</p> <p>ELG: Managing Self</p>	<ul style="list-style-type: none"> • exercise • movement • healthy • heart rate • breathing • heart • lungs

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

		different parts of the body.	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> • brain • bones • muscles
	Yoga & relaxation	<p>To learn how yoga can help our bodies to stretch, relax and stay healthy.</p> <p>To explore guided meditation and relaxation</p>	<p>Personal, Social and Emotional Development</p> <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Physical Development</p> <p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <p>Demonstrate strength, balance and coordination when playing</p>	<ul style="list-style-type: none"> • yoga • pose • relax • meditate • breathe • exercise • movement • healthy
	Being a safe pedestrian	To understand what it means to be a safe pedestrian.	<p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p>	<ul style="list-style-type: none"> • walk • hazard • safe • careful • listen • alert • crossing

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Give focused 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. <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<ul style="list-style-type: none"> • sensible • pedestrian
	Eating healthily	To understand what it means to eat healthily.	<p>Personal, Social and Emotional Development</p> <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<ul style="list-style-type: none"> • healthy • balanced diet • vitamins • nutrients • heart • muscles • bones • energy • superfood
	A rainbow of food	<p>To understand the importance of healthy food choices.</p> <p>To explore what it means to have a balanced diet.</p>	<p>Personal, Social and Emotional Development</p> <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and</p>	<ul style="list-style-type: none"> • rainbow • healthy • balanced diet • vitamins • nutrients • energy • superfood

Early Year Foundation Stage (Reception Class) Personal, Social, Health and Economic Curriculum

			understanding the importance of healthy food choices.	
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