

Wadsworth Fields EYFS Curriculum

PSED EYFS Curriculum			
Nursery	Self Regulation	Managing Self	Building Relationships
	Select and use resources and activities with help Be pleased to welcome and value praise for what they have done Enjoy responsibility for carrying out small tasks Be more outgoing towards unfamiliar people and more confident in new social situations Talk confidently to other children when playing and communicate freely about home and community Show confidence in asking adults for help	Aware of own feelings and know that some actions and words can hurt others and their feelings Begin to accept the needs of others and take turns and share resources, sometimes with support from others Tolerate delay when needs are not met immediately and understand wishes may not always be met Adapt behaviour to different events, social situations and changes in routine	Play in a group, extending and elaborating play ideas e.g. building up role play activities with other children Initiate play, offering cues to peers to join them Keep play going by responding to what others are saying or doing Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
Reception	Autumn Term	Spring Term	Summer Term
Self Regulation	Be confident to speak to others about needs, wants, interests and opinions Describe themselves in positive terms and talk about own abilities Choose their own equipment that is necessary to complete a task Show enthusiasm and excitement when anticipating and engaging in certain activities	Be confident to try new activities Say when they like some activities more than others Be confident to speak in a familiar group Be happy to talk about their own ideas Choose the resources they need for a given activity Say when they do and do not need help	Show an 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 immediate impulses when appropriate Give focused attention to what they teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or activities

Managing Self	<p>Select and use activities and resources with help</p> <p>Enjoy the responsibility of carrying out tasks</p> <p>Be confident to talk to others when playing and communicating freely about life outside of school</p> <p>Be outgoing towards unfamiliar people and be increasingly confident in new social situations</p> <p>Show confidence in asking adults for help</p> <p>Have awareness of keeping teeth clean and the importance of healthy eating</p>	<p>Welcome and value praise</p> <p>Willingly participate in a range of activities</p> <p>Show enthusiasm and excitement when anticipating and engaging in certain activities</p> <p>Be confident in speaking in front of small groups</p> <p>Describe themselves in positive terms and talk about their own abilities</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs including dressing, toileting and the importance of healthy food choices.</p>
Building Relationships	<p>Initiate conversations, attending to and taking account of what others say</p> <p>Explain own knowledge and understanding and ask appropriate questions of others</p> <p>Take steps to resolve conflicts and attempt to find compromise (with support)</p>	<p>Play cooperatively with others and taking account of their ideas</p> <p>Be happy to listen to others and their ideas for a moving play or a task forward</p> <p>Show sensitivity to feelings of others</p> <p>Form positive relationships with other children and adults</p> <p>Know about road safety</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 other own and to others' needs.</p> <p>Know how to access the emergency services e.g. to ring an ambulance, fire brigade, dial 999</p>
Vocabulary	Emotions, respect, behaviour , similarities, differences, health (physical and mental), safety, emergency services, persevere, independent		
Cultural Capital	Visits from the emergency services fire, police, ambulance. Walking to local visits observing road safety rules. Yoga and mindfulness sessions.		