







What will we learn about next?	EYFS AND THE EARLY LEARNING GOALS
<p>In Year 1, we will follow the No Outsiders Project, Picture News and The Christopher Winter Project.</p> <p>We will also learn about 'Relationships' and 'Drugs' education including:</p> <ul style="list-style-type: none"> • The lifecycle of a human • Keeping ourselves clean • Families are all different and unique • Medicines and how these get into our bodies • People who help us • Healthy living 	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 10px; border-radius: 10px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 10px; border-radius: 10px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 10px; border-radius: 10px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #fde725; color: white; padding: 10px; border-radius: 10px;">Communication and Language</div> <div style="background-color: #662d91; color: white; padding: 10px; border-radius: 10px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 10px; text-align: center; margin-top: 10px; font-weight: bold;">Personal Social and Emotional Development</div> <p>The most relevant statements for PSHE are taken from the following areas of learning and these will help to form the building blocks to our PSHE curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
<p>SELF REGULATION</p> <ul style="list-style-type: none"> • 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 their immediate impulses when appropriate. • 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>MANAGING SELF</p> <ul style="list-style-type: none"> • 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. <p>BUILDING RELATIONSHIPS</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. 	

COMMUNICATION AND LANGUAGE	
	<p>SPEAKING</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p>LISTENING, ATTENTION AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

PHYSICAL DEVELOPMENT	UNDERSTANDING THE WORLD
<p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. 	<p>PAST AND PRESENT</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 

Key Vocabulary

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|---------------------|-----------|---------------|--------------|---------|---------------|------------|---------------|--------------|
| speaking | listening | dress/undress | taking turns | friends | relationships | past | present | feelings |
| zones of regulation | people | family | behavior | wait | patience | resilience | determination | instructions |