



St. Peters Early Years PSED Curriculum Reception



Development Matters Statement	The Reception children can....
See themselves as a valuable individual. 'All about me poster' 'Thought shower' 'Monkey Tree' School values and motto No Outsiders: The family book, You choose, Mummy, Momma and Me, Blue Cameleon and Red rocket and Rainbow.	• with support, talk about their favourite things, such as foods, hobbies, clothes, toys, characters, as well as their close family and friends. • begin to talk about and share with the adults what they like or do not like, such as activities in the room, stories, and foods. • begin to say what learning and treats (up the tree) they would like to be involved in. • join in different celebrations and begin understanding those celebrations happen because our friends have different religions and cultures to that of our own. • begin to say and learn the school values and motto. • begin to say we attend a Christian school and worship in a church • talk about and share with the adults what they like or dislike, such as activities in the room, stories and foods and give reasons as to why • say what learning and treats they would like to be involved in.

	• begin to talk about their families and notice things that are the same or different, such as religion, celebrations, food and culture. • say the school values and motto and begin to understand what the key words mean- honesty, respect, forgiveness and love and how we can apply them in our life. • know that we attend a Christian school, worship in a church and understand that St. Peters is a Christian school • independently share their likes and dislikes, opinions and give reasons as to why. • to talk about and respect different types of families, cultures, religions, and celebrations. • say the school values and motto and demonstrate them within their lives. • know that we attend a Christian school, worship in a church, understand that St. Peters is a Christian school and the values we hold.
Build constructive and respectful relationships.	• look at the visual timetable and say, with the support, what is happening next, this morning, afternoon, and day. • with support, the children give suggestions on the ethos and rules of the class, providing ideas of what this looks like (expectations). • model using key phrases of how to solve a problem fairly (sharing).

Think about the perspectives of others.

Sharing of posters

Books: Being honest, The fantastic book of feelings, Your emotions, Sharing book and Making a good friend

Tias behaviour training

- begin to work in pairs to discuss a simple topic (about themselves or what they have been doing) or complete a simple activity.
- adults encourage and children begin to offer their support to friends at social times (peeling bananas, helping with aprons.)
- refer to the visual timetable and say, what is happening next or for the day.
- Refer to and demonstrate the ethos and class rules with the learning environments (sharing, kind hands, feet and words, kindness, and care).
- begin to use the key phrases modelled to solve a problem and come to a fair solution, with support.
- to work in pairs to discuss a topic or complete a learning activity.
- offer their support to friends at social times and begin to when in learning times (finding a sound or number, writing, or reading).
- refer to the visual timetable and understand and know what is happening that day.
- demonstrate the ethos and class rules in school.
- use the key phrases to solve a problem and come to a fair solution, sometimes with support.

	• work alongside a friend when in play, during a learning activity or to achieve a goal. • offer their support to friends at social times, when in learning times and throughout the day.
Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally Tia's Behaviour policy Circle time Books: The Fantastic Book of Feelings, Your Emotions, Go away big green Monster, Rubys worries	• observe the adults identifying different emotions and feelings as they arise through the day • with support, identify how they are feeling and begin to understand why. • children identify how they are feeling and say why they may feel that way. • begin to identify and say how their friends are feeling and why. • understand that we have all have feelings and begin to give suggestions and share ideas of how we can deal with those feelings we feel. • understand that we have all have feelings and say how we can deal with those feelings and begin to demonstrate regulating those emotions.

Show resilience and perseverance in the face of challenge. Characteristics of Effective Learning and Growth Mindset Characters. Books: The Magical yet, The tortoise and the hare, Your Fantastic Elastic, Beautiful Oops, Your Everyone can learn to ride a bike.	• name a GM character and begin to understand the key word to match the character, such as resilience • listen to stories that relate to the key GM characters and talk about how that demonstrates a key skill, such as resilience, persevere etc. • begin to demonstrate some of the GM learning characteristics. • name all GM character and understand the key word to match the character, such as resilience • talk about the GM characters and how you can demonstrate that key skill, such as resilience, persevere etc. • demonstrate some of the GM learning characteristics within their own learning. • model to others and demonstrate all the GM learning characteristics within their own learning.
Manage their own needs. Personal hygiene Know and talk about the different factors	• With initial support, go to the toilet, flush the chain, wash, and dry hands at set time of the day and begin to ask for the toilet throughout the day. • independently go to the toilet, flush the chain, wash, and dry hands when they need to or at the set times of the day. • with support, take off clothes and put clothes back on for P.E.

that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

RSE Scheme:

The Fantastic book of Feelings, All about Families, respecting others, friendship, your emotions, Disability, We are family and Respect Healthy Week

- begin to zip up own coats
 - listen to a begin to talk about how our bodies feel before and after exercise and what body parts we are using (P.E).
 - begin to understand why exercise is important for our bodies (P.E)
 - begin talk about how they feel after exercise, red face, thirsty, puffing and begin to suggest why they feel like that.
 - begin to talk about foods that we like and say whether they are healthy or unhealthy
 - show the children, sing and discuss the green cross code (role-playing it in the garden)- stop, look and listen and why it is important to be safe.
 - demonstrate their knowledge of they can walk safely by the road (green cross code) when out and about within the community, with the support of the adults.
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- independently go to the toilet, flush the chain, wash, and dry hands, as and when they need to, such as washing hands before eating snack/cooking or lunch.
 - undress independently and with some support, put clothes back after P.E
 - zip up own coat and begin to support others and have a go at buttons.

Visit from a dentist, nurse doctor. Books: Wiffy Wilson, Non-fiction, Keeping Clean, Our Bodies. The Green Cross Code.	• to talk about how our bodies feel before and after exercise and what body parts we are using (P.E). • talk about how they feel after exercise, red face, thirsty, puffing and to suggest why they feel like that. • talk about unhealthy and healthy foods/drinks and begin to understand why they are unhealthy/ healthy and the impact on our bodies sugar rots our teeth. • through stories and our own morning routines, discuss how and why we keep clean. • demonstrate they understand how to walk safely when out and about in the community by always keeping safe (stranger danger). • independently undress and dress for P.E, Performances, sports day etc. • talk about how different food impact our bodies and give suggestions as to what we should put in our lunchbox when we go on a school trip. • are aware of hazards when out and about in the community.
Self-Regulation	• 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.
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.