

Learning in EYFS: PSHE

This document demonstrates which statements from the Development Matters are prerequisite skills for Art within the national curriculum.

The most relevant statements, from the EYFS Development Matters, for Art are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

In early years at Brentnall, we recognise that children need to be exposed to a wide range of higher-level vocabulary. Therefore, throughout their time in early years, we ensure children have had some specific teaching and learning experiences, through rich vocabulary, that are linked with foundation subjects. This forms only part of a wide range of vocabulary, topics and experiences, following the children's interests. The learning across all the seven areas in early years supports the children's holistic development, ready for the transition to the KS1 curriculum.

| PSHE | | |
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| Three and Four-Year-Olds | <i>Communication and Language</i> | <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. |
| | <i>Personal, Social and Emotional Development</i> | <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. |

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| | | <ul style="list-style-type: none">• Make healthy choices about food, drink, activity and toothbrushing. |
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| Three and Four-Year-Olds Continued | <i>Physical Development</i> | <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. |
| | <i>Understanding the World</i> | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| Reception | <i>Communication and Language</i> | <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. |
| | <i>Personal, Social and Emotional Development</i> | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian |
| | <i>Physical Development</i> | <ul style="list-style-type: none"> • Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes |
| | <i>Understanding the World</i> | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. |

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| ELG | <i>Communication and Language</i> | <i>Listening, Attention and Understanding</i> | <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. |
| | | <i>Speaking</i> | <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. |
| | <i>Personal, Social and Emotional Development</i> | <i>Self-Regulation</i> | <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. |
| | | <i>Managing Self</i> | <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. |
| | | <i>Building Relationships</i> | <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. |
| | <i>Physical Development</i> | <i>Gross Motor Skills</i> | <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. |
| <i>Understanding the World</i> | <i>Past and Present</i> | <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. | |

Specific Teaching and Vocabulary in Early Years

- Children are encouraged to use all of the above skills throughout the day, specifically during continuous provision and when solving disputes and regulating their own emotions.
- Staff act as positive role models and scaffold where necessary.
- Sentence structure and turn taking is modelled.
- Children brush teeth daily in school and the reasons why this is important are discussed.
- Road safety is taught through books and continuous provision activities.
- Independence when dressing is taught and encouraged, linked with 'I can' passports.

Vocabulary

Listen

Before

Yesterday

Today

Tomorrow

Last week

Next week

Exercise

Healthy