FS2	Autumn		Spring		Summer		Impact (Expectations for children by the end of Foundation Stage)
Religious	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost		**Personal, Social and Emotional Development** **Early Learning Goals:** **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.
Trips, Experiences, Festivals	Scholastic Book Fair Visit to Theale Library	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day School Trip	
Personal, Social and Emotional Development (PSED)	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	
	See themselves as a valuable individual.	Opportunities to experience performing in front of families at Harvest and Christmas services. Discussions about themselves and what makes them special/unique during circle time/ life skills. Link to diversity. Story times.	See themselves as a valuable individual.	Thinking about what we are good at and what we are proud of about ourselves. Opportunities to develop performance skills at Easter service.	See themselves as a valuable individual	Opportunities to demonstrate physical skills and self-confidence at sports day. Working as part of a team.	
	Build constructive and respectful relationships.	Settling into new setting and separating from a familiar adult. Understanding and following boundaries and routines. Develop friendships with other children. Follow rules and understand why they are important	Build constructive and respectful relationships.	Mutual respect and relationships. Learning to play co-operatively. Developing confidence in the school environment.	Build constructive and respectful relationships.	Solve friendship problems with little or no adult support, using known strategies. Show confidence when in new social situations.	
	Express their feelings and consider the feelings of others.	Usually be able to take others' feelings into account and adapt behaviour accordingly. Understand how others might be feeling. Modelled and supported by adults through quality interactions.	Express their feelings and consider the feelings of others.	Take others' feelings into account, with reminders where necessary	Express their feelings and consider the feelings of others.	Take others' feelings into account when making decisions	
	Show resilience and perseverance in the face of challenge.	Have a range of strategies to solve	Show resilience and perseverance in the face of challenge.	Increasing opportunities to solve challenges through continuous provision and	Show resilience and perseverance in the face of challenge.	Adapt well to changes in routine and environment,	

		problems (supported by an adult).		adult directed tasks, building on children's prior knowledge.		particularly transition to Year 1. Show resilience and perseverance in the face of challenge by independently using strategies taught this year.	
	Identify and moderate their own feelings socially and emotionally.	Use language around emotions e.g. happy, sad, angry, worried.	Identify and moderate their own feelings socially and emotionally.	Learn strategies to solve friendship problems and begin to apply them. Learning strategies to self-regulate eg anger, excitement etc.	Identify and moderate their own feelings socially and emotionally.	Identify and moderate feelings using strategies learned this year.	
	Manage their own needs. - Personal hygiene	Develop personal hygiene skills e.g. hand washing. Know routines and expectations in using the bathroom appropriately. Washing hands before snack, lunch, after using the toilet.	Manage their own needs. - Personal hygiene	Develop personal hygiene skills e.g. hand washing. Know routines and expectations in using the bathroom appropriately. Washing hands before snack, lunch, after using the toilet. Understand why this is important. Understand how to wiper their nose when necessary and to wash their hands afterwards.	Manage their own needs. - Personal hygiene	Independently use personal hygiene skills as taught earlier in the year.	
					Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian	Know and talk about ways to stay healthy. As taught through Life Skills curriculum.	
	Life Skills Cycle 1: Individual Liberty, Career and Finance Cycle 2: Democracy, Diversity		**Life Skills** Cycle 1: Mutual Respect and Relationships Cycle 2: Mutual Respect and Relationships		Life Skills Cycle 1: The Environment, A Balanced, Happy Lifestyle Cycle 2: Career and Finance, Identity and Risk		