



PSED – SR, MS & BR EYFS

Term 1 & 2 – 2026-27

We're going on a Bear Hunt

PIGS MIGHT FLY

Key knowledge that all children should know by the end

0 – 3 PRACTISING SKILL

- Grow in independence. Rejecting help.
- Begins to show 'effortful control'.
- Develop friendships with other children.

3 & 4 YEAR OLDS

- Develop their sense of responsibility.
- Play with one or more child, extending play ideas.
- Help to find solutions to conflict.
- Increasingly follow rules.
- Develop appropriate ways of being assertive.
- Talk about their feelings 'happy, sad etc).
- Understand how others might feel

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Key Vocabulary for children

Listen, look, understand, respond, instruction, manners, respect, self-help, kind, caring, considerate, understanding, behaviour, behaviours, responsible, responsibility, rules, routine, emotion, feeling, feelings, happy, sad, grumpy, excited, cross, worried, nervous, angry, upset.

Key activities – Teacher inputs.

- Creating our own class rules and signing.
- Lining up
- Carpet sitting/spaces
- How to use the toilets/ sand pit/mud kitchen/sheds/tidy up/Make it look good
- Carpet/classroom rules – hands up, ringing bells
- Traffic lights/Gold stars/Class treat
- Classroom routines – pegs, water bottle, self-register, rolling snack.
- Star of the week
- Having a conversation – respond using simple sentences/ eye contact.
- Engaging and responding to other children.

- Talking partners – turn, look, say, listen, respond.
- Mindfulness. Re-setting ourselves and becoming calm before learning.
- Outside routines – equipment and boundaries. Respect for the outside environment.
- Boundaries and expectations of forest school.
- Introduce 'daily challenge' self-responsibility of completing a task.

Scaffolding and resources.

- Mixed ability peer pairs – to build on knowledge and language during talk partners.
- Role-play scenes and videos to contextualise situations.
- Picture prompt cards – instructions, routines, timetables.
- Teacher and TA modelling role-play scenes for children to watch and discuss – sharing, tidying, routines etc.
- 'We have learnt to care and share' singing activity.
- Class tick sheets to promote independence – rolling snack and 'task of the day'.

Challenge and extension

- Introducing /compromise/.
- Using independent sharing strategies – timers, registers, waiting stations etc.
- Supporting our friends – using our strengths to support their weaknesses – working as a team.
- Understanding and discussing our strengths and weaknesses.
- Creating a buddy pairing system. Using children as supportive role-models to build and develop other friendships.

Outdoor Provision

- Board games. Turn taking prompts. Adult supported. Timers, registers and stop watches.
- Story telling. Story sacks. Story telling chair.
- Role play schools with carpet and school rule picture prompts.
- Daily timetable and routine boards replicated outside.
- Success criteria, tick lists and visual instructions replicated on outside activities.
- Adult guidance will be the biggest outside support to guide; turn taking, appropriate social language in splay, sharing, responding and relationship building.

