

EYFS PSED curriculum map and coverage – including use of 1 decision resources

	3 and 4 Year Olds (Baseline)	AUTUMN 1st	AUTUMN 2nd	SPRING 1st	SPRING 2nd	SUMMER 1st	SUMMER 2nd
<b>Theme</b>		Home sweet home (Whole school)	Child-led topic	Child-led topic	Animal Extinction – Dinosaurs (Whole school)	Child-led topic	Adrift-Paddington (Whole school)
<b>PSED</b>	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. Do not	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. - personal hygiene Know and talk about the different factors 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	Show an understanding of their own feelings Show understanding of others feelings (empathy) Regulate own behaviour Set and work towards simple goals Control impulses through waiting when appropriate Set and work towards simple goals Control impulses through waiting when appropriate Give focused attention to adults Follow instructions involving several ideas or actions Be confident to try new activities Demonstrate independence Show resilience and perseverance Know right from wrong Explain the reasons for rules	Show an understanding of their own feelings Show understanding of others feelings (empathy) Regulate own behaviour Set and work towards simple goals Control impulses through waiting when appropriate Give focused attention to adults Follow instructions involving several ideas or actions Be confident to try new activities Demonstrate independence Show resilience and perseverance Know right from wrong Explain the reasons for rules Try to follow the rules Managing personal needs and hygiene Understanding healthy food choices Understanding healthy living

	<p>always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>					<p>Try to follow the rules Managing personal needs and hygiene Understanding healthy food choices Understanding healthy living</p>	<p>Year 1 Road Safety, Washing hands, Friendship, Water Spillage, Jealousy, Sex and Relationships, Online Bullying, Growing In Our World, Hazard Watch Is It safe to eat or drink?</p>
<p><b>PSED – One Decision Unit</b></p>		<p>Pink goes to school Blue's indoor voice Purple is poorly Rainbow's food journey Yellow's bedtime Yellow learns about germs Red needs the toilet</p>	<p>Pink misses mummy Blue explores road safety Blue's best friend Green's daddy moves out Orange feels worried Yellow play fights</p>	<p>Green gets glasses Blue learns to share Orange moves house Purple the passenger Yellow wants to play with orange Rainbow feels angry Red's nut allergy</p>	<p>Blue gets lost Green's greens Orange sleeps over Why does purple play differently Rainbow helps at home Pink's screen time</p>	<p>Orange brushes her teeth Green stays in hospital Purple's Pet Bird Rainbow's day out Pink feels sad Red visits the dentist Red goes swimming</p>	<p>Green is moving up a year Rainbow visits the seaside Orange helps out Purple watches the news Yellow goes on holiday Pink has a new brother Red's hearing aid</p>
		<p>One Decision – dilemma drops, sorting and talking cards all to be used alongside the corresponding animated storybooks. Mindfulness videos and Mini Yoga sessions to be used daily to transition after lunch time.</p>					
<p><b>PSED – Use of resources</b></p>		<p>Introduce creative and junk modelling area Model use of correct aprons</p>	<p>Children to find their name card to label their model</p>	<p>Children to write name to label their model Write a key word about their model Introduce sharing strategies</p>	<p>Children to write name to label their model Write a key word about their model</p>	<p>Children to write name to label their model Write a key word about their model Write a sentence about their model</p>	<p>Children to write name to label their model Write a key word about their model Write a sentence about their model</p>

		<p>Washing up resources          Setting up for the next child          Children to find their name card to label their model</p>					
<p>Key Skills</p> <ul style="list-style-type: none"> <li>-To choose particular colours to use for a purpose.</li> <li>- To explore what happens when they mix colours whilst painting</li> <li>-Match and recall colour names.</li> <li>-Learn the primary colours</li> <li>- To experiment to create different textures</li> <li>- To select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>- To understand that different media can be combined to create new effects.</li> <li>-To use simple tools and techniques competently and appropriately</li> <li>- To manipulate materials to achieve a planned effect.</li> <li>-To construct with a purpose in mind, using a variety of resources.</li> <li>-To select the appropriate resources and adapt work where necessary.</li> <li>- Experiment with different shades of colours, e.g. different shades of blue when painting the sea.</li> <li>- Draw objects in the correct space on paper, e.g. a sun in the sky, grass at the bottom of the page etc.</li> <li>-Name famous artists</li> <li>-Begin to talk about their work and what you like and dislike</li> </ul>							