



# Summer Term 1

## Being Responsible



**Non-statutory Guidance from Development Matters, July 2021.**

**In Nursery,**

**3- and 4-year olds will be learning to:**

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet.
- Make healthy choices about food, drink, activity and toothbrushing.
- Begin to understand the need to respect and care for the natural environment and all living things.

**In Reception,**

**Children will be learning to:**

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs including personal hygiene.
- Explore the natural world around them.

**Early Years Foundation Stage Statutory Framework**  
**Personal, Social and Emotional Development**

**Assessment Questions**

- Do I demonstrate good manners?
- Do I understand the importance of washing my hands and catching my sneezes?
- Do I understand that recycling is a responsible thing to do?
- Can I explain that my actions affect other people?
- Do I understand that I can have a point of view?

**Early Learning Goal: Managing Self**

**Children at the expected level of development (at the end of their reception year) will:**

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

**Understanding the World Early Learning Goal: The Natural World**

**Children at the expected level of development (at the end of their reception year) will:**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.



# Summer 1 Being Safe



**Non-statutory Guidance from Development Matters, July 2021.**

**In Nursery,**

**3- and 4-year olds will be learning to:**

- Increasingly follow rules, understanding why they are important.
- Show more confidence in new social situations.

**In Reception,**

**Children will be learning to:**

- Identify and moderate their own feelings socially and emotionally.

**Assessment Questions**

- Can I ask for help if I need it?
- Can I follow rules?
- Can I name some behaviours that are unacceptable?

- 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.

**Early Years Foundation Stage Statutory Framework**  
**Personal, Social and Emotional Development**

**Early Learning Goal: Self-Regulation**

**Children at the expected level of development (at the end of their reception year) will:**

- 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.

**Early Learning Goal: Managing Self**

**Children at the expected level of development (at the end of their reception year) will:**

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

- Can I name ways to keep myself safe?
- Can I name things that are unsafe and what to do about them?



# Summer Term 1

## Money Matters



**Non-statutory Guidance from Development Matters, July 2021.**

**In Nursery,**

**3- and 4-year olds will be learning to:**

- 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.
- Play with one or more other children, extending and elaborating play ideas.
- Show interest in different occupations.

**In Reception,**

**Children will be learning to:**

- Identify and moderate their own feelings socially and emotionally.
- Show resilience and perseverance in the face of challenge.

**Early Years Foundation Stage Statutory Framework**  
**Personal, Social and Emotional Development**

**Early Learning Goal: Self-Regulation**

**Children at the expected level of development (at the end of their reception year) will:**

**Assessment Questions**

- Can I enjoy small trips in my local neighbourhood?
- Can I talk about and manage some of my feelings?
- Can I explore emotions through play and stories?

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| <ul style="list-style-type: none"><li>•Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li></ul> <p><u>Understanding the World Early Learning Goal: Past and Present</u></p> <p><b>Children at the expected level of development (at the end of their reception year) will:</b></p> <ul style="list-style-type: none"><li>•Talk about the lives of the people around them and their roles in society.</li></ul> |  |
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**Useful terminology:**

Rules

Wrong

Hygiene

Healthy

Listening

Instructions

Unsafe

Behaviours

**Questions:**

Can you make the right choice?

If someone is making the wrong choice what should you do?

Can you get yourself dressed?

Can you choose a healthy food?

Who is there to keep you safe?

Can you follow the rules in school?

Who are your 3 trusted adults in school?

Who are your 3 trusted adults at home?