

1	NURSERY		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
_		(5.	Self-Regulation Children will separate from main carer to come into nursery.	Self-Regulation Beings to Show interest in the lives of people who are familiar to them	Self-Regulation Children will become confident with visitors in nursery.	Self-Regulation Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely	Self-Regulation Children will show confidence walking around our local area.	Self-Regulation Shows confidence & self- esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help
Personal, Social and Emotional	Bourton Meadow Nursery	Development Matters (3-4 years)	Managing Self Theme: Marvellous Me Theme: Growing together Children will know the expectations and routine of the nursery day Know everyone has the right to play & learn Children will know to wash and dry their hands before eating and after using the toilet	Managing Self Theme: Colour & Light Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	Managing Self Theme: Around the World Know how to behave in different settings	Managing Self Theme: Fantastic Food and Keeping Healthy Make healthy choices about food, drink and activity Know that I grow and change	Managing Self Theme: Our Local Area Theme: People who help us & Superheroes Children will know to brush their teeth to be healthy. Know how it feels to belong to a community	Managing Self Theme: Transitions – starting school and leaving friends Children will know how to independently use the toilet. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling.
			Building Relationships	Building Relationships	Building Relationships	Building Relationships	Building Relationships	Building Relationships



	Children will know how to	Play with one or	Children will share	Children will take turns	Children will consider	Children will know how to
	play alongside each other	more children,	resources and play in	whilstplayingand	the feelings of others	listen to a friend and agree a
		extending play	a group	waiting patiently to	in stories or small	compromise.
		experiences		have a go.	group discussions/play	·

Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mu mmy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?

F	Reception		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Personal, Social and Emotional	Bourton Meadow Reception	Development Matters (3-4 years)	Being in my world Developing relationships Understanding feelings Managing behaviour, using gentle words and hands	Celebrating differences Uniqueness—what makes me special Families and homes Making friends Anti-bullying week	Dreams and goals Never giving up Goal setting Overcoming obstacles Internet safety day	Relationships Making friends Dealing with falling out Being a good friend	Changing me My body and being healthy Growing up Changes and getting used to these	My body and exercise Food and teeth cleaning Sleep Stranger Danger Health Week	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sum	nmer 2
Year 1	Curiosity	Compassion	Respect	Independence	Resilience	Integrity	2 weeks Transition. Focus on values gaps
	Health and	Living in a wider	Living in wider	Health and	Feelingand	Feelings and	and emotional
	wellbeing.	world.	world.	Wellbeing.	emotions.	emotions.	regulation around change
	 Friends and family 	Keeping safe	Unique and differences	How we have changed	Feeling reactions	• What is fair	
Year 2	Respect	Independence	Integrity	Curiosity	Resilience	Compassion	2 weeks Transition. Focus on values gaps
	Living in the wider	Health and	Health and	Living in the	Feelings and	Feelings and	and emotional
	world	Wellbeing	wellbeing	widerworld	emotions	emotions	regulation around change
	Respecting our differences	Physical health	 Identifying risks 	Different jobs and money	Good and bad feelings.	 Resolving differences 	



Year 3	Curiosity	Compassion	Respect	Independence	Resilience	Integrity	2 weeks Transition.
	Living in the wider world.	Feelings and emotions.	Health and wellbeing	Feelings and emotions	Living in the wider world	Health and wellbeing	Focus on values gaps and emotional regulation around
	Conflicting emotions	Positive and negative effects on wellbeing	Balance in life	Controlling emotions	 Our strengths and weaknesses 	Our bodies (+Medway lessons)	change
Year 4	Curiosity	Integrity	Respect	/ndependence	Resilience	Compassion	2 weeks Transition.
	Health and wellbeing	Feelings and emotions	Living in the wider world	Feelings and emotions	Living in the wider world	Health and wellbeing	Focus on values gaps and emotional regulation around change
	Risk and assess	• Independence in keeping safe.	 Equality and religion 	 Goals and setbacks. 	Strengths and weakness	Change in our bodies	
Year 5	Curiosity	Compassion	Respect	Independence	Integrity	Resilience	2 weeks Transition.
	Living in the wider world	Health and wellbeing	Feelings and emotions	Health and wellbeing	Living in the wider world	Feelings and emotions	Focus on values gaps and emotional regulation around change
	 Social media and risks 	Personal identity.	Loving relationship	• Substances	Careers and spending	Deepening feelings	0.16.1.60
Year 6	Resilience	Independence	Integrity	Curiosity	Respect and Compa	ssion	2 weeks Transition.
	Health and wellbeing	Health and wellbeing	Living in the wider world	Living in the wider world	Feelings and emotic	ons	Focus on values gaps and emotional regulation around
	Mental health	•Increasing independence	•Social media	•Social media	Relationships ar	nd puberty	change