



### EYFS Medium Term Planning

#### Termlet 5- Living and Growing

#### Spring, Minibeasts, Life cycles, Growing



Area of Learning	May Benchmarking	Provision/ Adult Led Opportunities	Together Time
Personal, Social and Emotional Development  <u>Self Regulation</u>  <b>Summary Goal:</b> Begins to understand how others might be feeling – to show empathy.	Talks with others to solve conflicts independently.  Distances oneself from any unpleasant or inappropriate behaviour by others.  Begins to understand how others might be feeling, to show empathy.	Regularly refer back to the visual timetable throughout the day, highlighting was it happening now/ what will happen next, reinforcing expectations for this time.  Continuous modelling to show children how to use resources/ complete an activity/ behave in a situation. Positive praise in all situations.  Use kindness crowns to praise empathy and highlight what this looks like to other children wherever possible.  Talk about feelings and how others might feel in different situations that occur in play.  Adults to spend sufficient time playing with the children and modelling, particularly modelling ways to handle conflict and talking about how both people might be feeling in the situation.  Model the correct language around feelings and reactions whilst children are playing. E.g. “stop. I feel ... I need to...”	Model ways to solve conflict through role-play situations with another adult.  Read the book ‘The choices I make’ and discuss the ways shared to calm ourselves when feeling angry.  Refer back to the colour monster in together time. Recap the different feelings and talk about times we or others might feel this way, using real scenarios where possible.  WWYDI scenarios to help children understand the right thing to do in different situations and environments, and understand the feelings of others.
Personal, Social and Emotional Development  <u>Managing Self</u>  <b>Summary Goal:</b> More aware of others around them and the need to take account of others around them.	Shows confidence in the face of an unfamiliar activity or situation.  Shows resilience and perseverance in the face of challenge.  Know right from wrong and try to behave accordingly.  Is confident supporting peers to make choices in order to complete a successful outcome.  Can get dressed and undressed independently. Might need help with tricky items, e.g., buttons.  Talks about why we make healthy choices.	Before going on the <u>Minibeast</u> hunt talk to the children about trying something new and discuss how everyone might feel worried or nervous, and this is OK. Talk through what we could find before. During/after, give lots of praise and encouragement for trying something new.  Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Use the kindness crowns as much as possible to encourage and recognise this.  Continual referral back to our class rules daily.  Continue to practise putting shoes, hats, jumpers and jackets on daily. Particular focus during PE, with praise and encouragement.	Model in a life sim style session how to do buttons and fastenings.  Model how to turn clothes the right way around when they are inside out.  WWYDI session on what to do in different weather conditions for outside.

	Begin to use cutlery independently.	<p>Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health.</p> <p>At lunch times, praise use of cutlery and talk about this before children go in to lunch. "Yesterday I saw ... using their knife and fork really carefully to eat their lunch, I wonder who I will see today?"</p>	
<p>Personal, Social and Emotional Development</p> <p><b>Building Relationships</b></p> <p><b>Summary Goal:</b></p> <p>Starts to understand the needs of other pupils and their own feelings</p>	<p>Takes steps to resolve conflicts with other pupils, e.g., finding a compromise.</p> <p>Tries to include others in their play who may be reluctant to participate.</p> <p>Can express their gratitude and congratulate others for their kindness, e.g., when they help, support you.</p> <p>Is starting to control their emotions in order to not affect their friends.</p> <p>Starts to identify how best to respond to another individual when that individual is expressing emotion.</p>	<p>Support through independent learning time- modelling interactions with others and turn taking through play.</p> <p>Continually model respectful relationships and interactions with others.</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Use the kindness crowns as much as possible to encourage and recognise this.</p> <p>Model the correct language around building friendships, e.g. "I will ask .... to play with me. If they don't want to play then that's OK I can play with someone else/ play on my own for a bit/ play with them later."</p> <p>Model the language around recognising emotions in others, e.g. "I can see ... feels angry. I am going to step away to give them some space." Or "I can see .... feels sad, so I'm going to ask if they would like a hug to help them feel better."</p>	<p>Together time all about friendships- share a story where someone is feeling left out- what could we do to help this person?</p> <p>Teach the language of agree/disagree. Discuss how it is OK to agree or disagree so long as we are respectful and kind. What is respect? What does it look like?</p> <p>WWYDI scenarios involving people displaying different emotions- eg. what would you do if .... was angry/sad/scared...? Role play with other adult how best to respond to someone expressing this emotion.</p>