



Links to other subject units this term	
These are stand-alone units of work but have relevance across all subjects in relation to how we think and interact with one another.	
Prior Learning	
This unit is the first unit of a sequential journey throughout the year.	
Key vocabulary for this unit	
Taking turns, calm, share, listen, unique, same, different, happy, sad, angry, excited, kind, problem, solution, team work, mistake, gentle, together, rights, responsibility, safe, learning	
Learning Sequence	
Help others to feel welcome	<ul style="list-style-type: none"> • Understand how it feels to belong. • Know that we are all similar and different.
Try to make our school community a better place	<ul style="list-style-type: none"> • Recognise and begin to manage own feelings. • Know the importance of being kind to others.
Think about everyone's right to learn	<ul style="list-style-type: none"> • Enjoy working with others to make school a good place to be.
Care about other peoples feelings	<ul style="list-style-type: none"> • Understand how to be kind. • Know the importance of using gentle hands.
Work well with other people	<ul style="list-style-type: none"> • Begin to understand children's rights. • Know that they have the right to learn and play.

Our responsibilities- following the school charter	<ul style="list-style-type: none"> • Learn what is means to be responsible.
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Assessment milestones		
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<p>I can identify and name some common feelings in myself and others, e.g. happy, upset, cross, lonely, worried.</p> <p>I can explain to an adult what has happened when I am upset.</p> <p>I can bounce back quicker after upsets and with more independence.</p> <p>I can follow familiar instructions independently.</p>	<p>I can use the toilet independently and wash my hands knowing why this is important.</p> <p>I can sort healthy foods from less nutritional food.</p> <p>I can dress and undress independently for P.E., with help for buttons.</p> <p>I can fasten up my coat.</p> <p>I can follow the rules of the classroom.</p> <p>I can talk about healthy food choices.</p> <p>I can try new activities independently or with my friends.</p>	<p>I can join in with a group of children who are playing.</p> <p>I can form some closer friendships and seek them out to initiate play.</p> <p>I can speak to my friends within a game or activity.</p> <p>I can take turns, with adult support.</p>
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Personal, social and emotional development
 EYFS – Autumn Term
 Celebrating Differences



Links to other subject units this term	
These are stand-alone units of work but have relevance across all subjects in relation to how we think and interact with one another.	
Prior Learning	
This unit is the second unit of a sequential journey throughout the year.	
Key vocabulary for this unit	
Proud, achievement, unique, same, different, special, favourite, belong, old, young, boy, girl, family, home, friend, kind, lonely	
Learning Sequence	
Accept that everyone is different	<ul style="list-style-type: none"> • Identifying things we are good at. • Understand that everyone is good at different things.
Include others when working and playing	<ul style="list-style-type: none"> • Understand that being different makes us all special. • Recognise some of our favourite things.
Know how to help if someone is being bullied	<ul style="list-style-type: none"> • Know that we are all different but the same in some ways. • Group people by similarities.
Try to solve problems	<ul style="list-style-type: none"> • Talk about why our homes are special to us. • Recognise that our homes are each unique.
Use kind words	<ul style="list-style-type: none"> • Understand how to be a kind friend.

Know how to give and receive compliments

- Know how to stand up for myself.
- Know which words to use when someone does or says something unkind.

Assessment milestones

I can identify and name some common feelings in myself and others, e.g. happy, upset, cross, lonely, worried.
I can explain to an adult what has happened when I am upset.
I can bounce back quicker after upsets and with more independence.
I can follow familiar instructions independently.

I can use the toilet independently and wash my hands knowing why this is important.
I can sort healthy foods from less nutritional food.
I can dress and undress independently for P.E., with help for buttons.
I can fasten up my coat.
I can follow the rules of the classroom.
I can talk about healthy food choices.
I can try new activities independently or with my friends.

I can join in with a group of children who are playing.
I can form some closer friendships and seek them out to initiate play.
I can speak to my friends within a game or activity.
I can take turns, with adult support.