

EYFS PSED Knowledge and Understanding and Composite Questions for Exploration

Knowledge and Understanding Core Strands from the Curriculum	
Building Relationships	
FS1	FS2
<ul style="list-style-type: none"> How to build relationships with adults and other children – sharing experiences and play ideas. To understand, through role modelling and guidance, how adults use their experiences to guide social interactions and relationships. (the adult as a co-constructor of meaning, Thrive, Thinking) To learn about strategies of co-operation, fairness, negotiation and compromise e.g. through the use of social stories, drama and role play. 	<ul style="list-style-type: none"> To understand power and responsibility, consequences and contexts in relationships with others – (Thrive Power and Identity, role modelling how to use power in relationships, helping the child to learn responsibility for their behaviour) To help children distinguish between fantasy and reality. To begin to recognise that each person is an individual and the importance of celebrating and respecting each other's individuality.
Lines of Enquiry and Key Experiences	Lines of Enquiry and Key Experiences
<ul style="list-style-type: none"> Turn taking and sharing of resources and including of people's attention. Adults modelling this alongside the children and using the vocabulary linked to feelings and fairness. Using "WIN" alongside the children in their play e.g. I wonder, I Imagine, I notice... etc. Using VRFs to help children relate their physical sensations to their thought and feelings - Attune, validate, contain and regulate. Which Colour Monster are you today? Have you filled a bucket today? etc. Relating the language and experience seen and expressed in stories to the children's everyday experiences. Learning the basic expectations and boundaries of the setting. Why do we have rules in class? 	<ul style="list-style-type: none"> What happens if rules are broken? What is the effect my behaviour or actions have on others? Feedback from everyday issues e.g. conflicts, anger etc. Use of social stories and story books to model and represent typical issues at school and that come from forming new relationships at school. Adults using every opportunity to "think out loud" to help children in observing, noticing and considering actions, words and behaviours and how they can affect others. Celebrating and sharing the unique and special qualities of themselves and others from within the class and school community. What makes me special? What am I proud of? What do I enjoy? How am I similar or different to my friends in class? What things are we good at? What things do we enjoy? Is it OK to have different likes/dislikes to my friends? What is the difference between reality and fantasy?
End Point FS1	End Point FS2
<p>I can play alongside my peers sharing resources and taking turns with others. I know what the class rules are. I know how to follow a class rule</p>	<p>I know our class rules. I know why rules are important. I can describe what actions I take to be fair and to follow our rules. I can describe when something is or isn't fair. I know that my actions can affect the feelings of others. I can name and identify a wider range of feelings – excited, anxious, frightened, calm, worried etc. I recognise what has made me feel a particular feeling. I can describe the ways in which I am similar and/or different to my peers. I know the difference between fantasy and reality</p>
Managing Self	
FS1	FS2
<ul style="list-style-type: none"> To become more aware of the similarities and differences between themselves and others. (physical, social and emotional similarities and differences) To develop their sense of responsibility and membership of communities (family, school, class, peer group, locality, society etc.) To understand why rules are important. To learn about the ways in which we take care of ourselves e.g. hand washing, toileting, dressing ourselves, diet, etc. 	<ul style="list-style-type: none"> To recognise that they belong to a range of different communities and social groups. To sensitively discuss the similarities and differences between themselves and others in terms of likes, interests, preferences etc. To begin to be aware of the impact of prejudice and discrimination. To learn how to value and celebrate each others' skills, talents, abilities and what makes us all unique. To learn strategies and develop a positive mindset to enable them to overcome difficulties and problems with resilience. (learning buddies) To learn the importance of healthy practises including managing our physical, hygiene, dietary and mental needs.
Lines of Enquiry and Key Experiences	Lines of Enquiry and Key Experiences
<ul style="list-style-type: none"> Adults modelling and demonstrating through everyday activities what the rules are – what it looks like in practise. Lots of praise and feedback to children demonstrating the rules/expectations positively. Adults responding to the emotional needs of each individual – having consistent expectations but employing VRFs to respond to each individual in a way that catches and matches their level of emotional well-being and/or understanding. E.g. Being – physical containment/safety. Doing – adult supporting alongside, putting language to the feelings, WIN etc. Thinking – lending the adults' thinking brain, thinking out loud etc. What rules do I have to follow at school? Why is it important to have rules at school? Why might this be different to being at home? Who are my friends at school? How do we look the same/different? What things do we like that is the same/different? Who keeps me safe at school? How do I stay safe at school? Who are the important people to me at school? How do they help me to look after myself? Prompts, support and reminders to follow basic self-care routines e.g. toileting, putting on shoes and coat, wiping nose, hand washing etc. What can I do to keep myself and my friends safe? 	<ul style="list-style-type: none"> Which people are important to me at home and family/my class/lunch time/school/hobby club etc? What different groups do I belong to? Exploring similarities and differences between themselves and others from their class community, the wider school, wider community etc. Helping children to recognise that they can belong to more than one group and not to some and that is OK – the importance to respect each others' differences. Celebrating and sharing the unique and special qualities of themselves and others from within the class and school community. What makes me special? What am I proud of? What do I enjoy? (see above) How am I similar or different to my friends in class? What things are we good at? What things do we enjoy? Is it OK to have different likes/dislikes to my friends? (see above) Sharing stories that represent a diverse range of communities – windows and mirrors – windows to the wider world beyond school and lifestyles, communities they may not have had experience of. Mirrors to avoid stereotypes, that demonstrate the ways in which our families/lives/communities are the same. Continuing to develop the children's understanding of the rules and expectations and why they are important – but also helping the children to recognise the characteristics of early learning and our school Learning buddies – developing resilience, reciprocity, resourcefulness etc. Using positive praise and feedback to reward children's efforts to overcome difficulties and learning from mistakes etc.

	<ul style="list-style-type: none"> Reminders about healthy practises e.g. drinking water, washing hands, hygiene, exercise, respecting privacy etc. Using stories and thematic plans to teach the children why these things are important. How do we take care of our teeth? Why is exercise important? How do we keep ourselves safe and respect people's privacy in the toilets? Etc.
End Point FS1	End Point FS2
<p>I know that the rules help us all to play together fairly, help to keep us safe and teach us how to take care of ourselves and each other.</p> <p>I know which groups I am a part of or belong to.</p> <p>I know what the word "special" means.</p> <p>I can describe what makes me special</p> <p>I can take care of my own self-care needs e.g. hand washing, nose wiping toileting etc.</p> <p>I know the important people to me in my family and at school.</p> <p>I know some of the ways that I am not the same as my friends.</p> <p>I know who can help me at home and at school.</p> <p>I know some of the people in my community that can help me – police, doctor, nurse etc.</p>	<p>I can describe a special time in my life.</p> <p>I know the people who are important to me in my life.</p> <p>I know who can help me at school and in the wider community.</p> <p>I know what I want to be good at and some of the steps I need to take to achieve my goal.</p> <p>I can talk about what makes me special and unique.</p> <p>I know that others have different likes, dislikes and qualities to myself that make them special and unique.</p> <p>I can bounce back after experiencing difficulties.</p> <p>I know how to break a problem down into smaller steps,</p> <p>I can use what I have learnt to begin to solve problems independently.</p> <p>I know what materials or resources I need to help me overcome a problem.</p>
Self-Regulation	
FS1	FS2
<ul style="list-style-type: none"> To name and identify basic feelings e.g. happy, sad, angry. To understand basic feelings in themselves and others and what action, words, event might have led to that feeling (Thrive Thinking) To begin to talk about and understand the impact of certain behaviours/actions/words on others To learn that expectations of actions and behaviours differ in different events and social situations. 	<ul style="list-style-type: none"> To understand a wider range of feelings such as excitement, guilt, self-doubt etc. To discuss and find out about the consequences of behaviours and actions on other people's feelings. To understand and recognise that people may have different perspectives, ideas and needs. To learn strategies to identify and manage their own feelings socially and emotionally.
Lines of Enquiry and Key Experiences	Lines of Enquiry and Key Experiences
<ul style="list-style-type: none"> Using "WIN" alongside the children in their play e.g. I wonder, I imagine, I notice... etc. Using VRFs to help children relate their physical sensations to their thought and feelings - Attune, validate, contain and regulate. What makes me happy/sad? What made this person/character feel happy? Sad? Angry? Frightened? Etc. Sharing stories that explore a range of themes relating to feelings – adding language to describe the feelings and relating this to how it may feel as a sensation in the body. Describing and exploring what in the story triggered that feeling/emotion. Making children aware when a change is about to happen that requires a change in expectation e.g. going to assembly, welly walk etc. Describing and discussing how it may feel, what the expectations are and why. 	<ul style="list-style-type: none"> Building children's vocabulary linked to feelings- through stories etc. extend basic vocabulary by offering and collecting new words to describe that feeling e.g. sad = miserable, upset, heartbroken etc. Use and apply this new vocabulary through everyday interactions and focussed tasks, such as writing e.g. What word could I use for sad, something a little more interesting? Linking to learning about simple brain development begin to attach a wider range of vocabulary to the feelings and sensations that children experience through everyday encounters when the adult is lending their thinking brain – "I can see you are so angry, I noticed the rage rise in your body from your tummy right up and through until it came out of your mouth like a big scream" etc. What in your body do you feel...anger ,sadness, fear etc? What does/can it make your body do? How might someone be able to tell if you are feeling...happy/sad/frightened/shy? How do you know if someone else if feeling that way? Etc. Sharing stories and scenarios (role play/drama) to demonstrate typical common issues that the children may encounter in their everyday lives. Use to open up observation and discussion of the feeling people may have and the way it may affect their actions Teach and practise techniques to regulate our bodies during different kinds of dysregulation e.g. deep breathing, yoga, mindfulness etc.
End Point FS1	End Point FS2
<p>I can name and identify happy, sad, angry.</p> <p>I can describe what makes me feel happy, sad or angry.</p> <p>I know who or what can help me when I feel sad or angry.</p> <p>I can recognise when another is feeling happy, sad, angry or tired/hungry.</p> <p>I can explain why a character from a story feels happy, sad or angry.</p>	<p>I can name and identify a wider range of feelings – excited, anxious, frightened, calm, worried etc.</p> <p>I recognise what has made me feel a particular feeling.</p> <p>I can identify how character in a story may be feeling and why.</p> <p>I know how to manage myself when I am feeling angry or upset – or, I know where and how to get help and support.</p> <p>I can describe what a feeling feels like in my body and how it may make me act/behaviour.</p> <p>I know how to help or support another when I recognise that they are feeling sad, distressed or upset.</p> <p>I know that someone else may see things differently to me and can accept another's point of view.</p>
Living in a wider world.	
FS1 and FS2	
<ul style="list-style-type: none"> To develop their sense of responsibility and membership of communities (family, school, class, peer group, locality, society etc.) To understand why rules are important. (Managing self) To discuss and find out about the consequences of behaviours and actions on other people's feelings (Self-regulation) 	
Lines of Enquiry and Key Experiences	
<ul style="list-style-type: none"> Where do I belong? Family, school, class, friendship groups, personal hobbies etc. Why are the rules different at home and at school? Which rules/expectations are the same? 	<ul style="list-style-type: none"> Teaching simple online safety measures – before you click, click, click, think, think, think etc. Teaching of the basic rules and expectations of showing respect and courtesy towards others e.g. The Underpants rule, using good manners, patience and turn taking, speaking and listening expectations, not interrupting etc. Why is this rule important? What would happen if we didn't have this rule?

<ul style="list-style-type: none"> • With support from familiar adults – learning to recognise the impact of not following the rules or actions that have negative effect on others. Learning how to co-operate, negotiate and share/take turns with others. • Through play activities – enabling the safe exploration of a range of familiar experiences and also scenarios from stories. • Role play activities and experiences to explore the roles and responsibilities of a range of people from familiar experiences e.g. friends, parents, teachers, roles in the community e.g. shop keep, police officers etc. (People who help us) • What are out 3 golden rules? • Opportunities to take care of living things – plants/animals. E.g. planting, hatching chicks etc. 	<ul style="list-style-type: none"> • Role play activities and experiences to explore the roles and responsibilities of a range of people from familiar experiences e.g. friends, parents, teachers, roles in the community e.g. shop keep, police officers etc. (People who help us) • How do I follow the 3 golden rules? What do they mean? What do they mean to me? • Looking at films and games and discussing the age rating on them and what that mean? Can I watch/play this? Why/Why not? • Opportunities to take care of living things – plants/animals. E.g. planting, hatching chicks etc. • Projects linked to the local environment and environmental issues. Why is it important that we all do something towards taking care of the area around us and the planet as a whole?
End Point FS1	End Point FS2
End of EYFS - ELG	
<ul style="list-style-type: none"> • Work and play co-operatively and take turns with others. (BR) • Form positive attachments to adults and friendships with peers. (BR) • Show sensitivity to their own and others’ needs.(BR) • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (MS) • Explain the reasons for rules, know right from wrong and try to behave accordingly. (MS) • Manage their own basic hygiene and personal need, including dressing, going to the toilet and understanding the importance of healthy food choices .(MS) • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (SR) • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (SR) • Give focussed 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. (SR) 	