

| YEAR A MEDIUM TERM - RHE/PHSE |
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| SUMMER 1 |  |
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| EYFS | |
| **Nursery - N1 / N2**  Personal, Social Emotional Development 3**/4 Year Olds**  Self-Regulation –  Talk about their feelings using words like happy, sad, angry, worried  Managing Self -  Increasingly follow the rules understanding why they are important  Building Relationships –  Increasingly show more confidence in new social situations | Reception  Personal, Social Emotional Development  Self-Regulation  Increasingly see themselves as a valuable individual.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  Managing Self –  continue to show resilience and perseverance in the face of increasing challenge  Building Relationships – Build and continue to retain constructive and respectful relationships.  Explain the reasons for rules. Know right from wrong and try to behave accordingly  Form positive attachments to adults and friendships with peers |
| Year 1 / 2 ECONOMIC WELLBEING | Year 3 / 4 ECONOMIC WELLBEING |
| Mindmap  **Money·**  To know that coins and notes have different values To know where children might get money from  To know why it is wrong to steal money  **Year 2**  To know where adults might get money from. Needs and Wants  **Year 1**  To know some things I need  To know things that I own which are ‘wants’  **Year 2**  To know why people have to prioritise needs over wants  To know that I may need to save money to buy something I want  Mindmap  **Looking after Money**  To know why it is important to keep cash safe To know different ways to keep cash safe  To identify how to keep cash safe in different situations Banks and Building Societies  **Year 1**  To know that banks and building societies help to keep money safe To know why a savings account helps me to save  **Year 2**  To know what I should look for when choosing a bank account Jobs  **Year 1**  To know that there are different jobs in school  To know the skills people need to do different jobs Year 2  To know there are many different jobs outside school To know some of the things involved in choosing a job  Mindmap | Mindmap  **Spending Choices**  To discuss the range of feelings that money can cause.  To know about the different attitudes people have to money.  To know about the impact our spending can have on other people.  To know the factors which affect whether something is value for  money. To know some impacts of losing money.  To Identify negative and positive influences that can affect our career choices.  **Money and Emotions**  To know how to reognise that money has an impact on how we feel.  (Y3) To know ways money can be lost and how this makes people  feel (Y4) **Jobs and careers**  Mindmap  **YR3**  To know that there are many job available To know jobs I might want to do  To know why I might be able to a particular job  **YR4**  To know that there are a range of influences on job choices  To know how to identify positive and negative influences  To know how to explain how someone might overcome negative influences  **Gender and Careers**  To know that stereotypes exist in the workplace but these should not limit people’s career aspirations  To know that stereotypes exist about who might do certain jobs To know why these stereotypes might exist  To know why gender should not be a factor in choosing a job  Mindmap |
| SUMMER 2 | |
| EYFS |  |
| **Nursery - N1 / N2**  Personal, Social Emotional Development 3**/4 Year Olds**  Self-Regulation -  Understand gradually how others might be feeling  Managing Self - Being increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly, changing for PE/Outdoor Education  Building Relationships-  Increasingly Find solutions to conflicts and rivalries. | Reception  Personal, Social Emotional Development  Self-Regulation  Increasingly identify and moderate their own feelings socially and emotionally and increasingly think about the perspectives of others  Give focussed attentions to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions  Managing Self  Continuing to be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  , changing for PE/Outdoor Education  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Building Relationships – Build and continue to retain constructive and respectful relationships.  Show particular sensitivity to their own and to others’ needs. |
| **Key Vocabulary**  Food, like, don’t like, fruit, vegetables, grow, bread, butter, milk, tidy up time, snack time, washing hands, toilet, outdoor education, PE, play time, carpet time, sitting, joining in, talk, words, tell, friends, grown-ups, play, together, ok, not ok | **Key Vocabulary**  Food, healthy, unhealthy, fruit, vegetables, grow, bread, butter, milk, explain, because, why, rules, expectations, behaviour, routines, problem solve, talk, together, ideas |
| YEAR 1 / 2 TRANSITION | YEAR 3 / 4 TRANSITION |
| **Mindmap 1**  To identify the positives and challenges of change Year 1  To understand that everyone has different strengths  To explain some of the skills I have developed in Year 1 To ask questions to help me deal with change  To know who can help us deal with change  Mindmap 2 | **Mindmap 1**  To know how to create goals to achieve in Year 4 (Y3)  To understand the strategies people use to cope with change (Y4) I can identify my achievements this year  Year 3  I know how to set myself goals  I know who I can talk to if I am worried about anything  Year 4  I know that there are different strategies I can use to deal with change  I can explain the opportunities and responsibilities that change might bring  Mindmap 2 |
| **Key Vocabulary**  Strengths, skills,move, change(Y2), Feelings(Y2) Emotions(Y2) | **Key Vocabulary**  Opportunity (Y4) Responsibility (Y4) Change Cope (Y4) Strategies (Y4) Targets (Y3) Goals (Y3) |