



Planning for the Early Years Foundation Stage at Anlaby Primary School:

Although objectives have been mapped out in terms across the school year, we are proud of the fact that our FS1 staff follow the children's interests when planning engaging activities for the children in their care, and so objectives may not always be covered in the order set out in this document.

Personal, Social and Emotional development (FS1)

Development Matters Objectives	<ul style="list-style-type: none"> ● select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them ● develop their sense of responsibility and membership of a community ● become more outgoing with unfamiliar people, in the safe context of their setting ● show more confidence in new social situations ● play with one or more other children, extending and elaborating play ideas ● find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas ● increasingly follow rules, understanding why they are important ● remember rules without needing an adult to remind them ● develop appropriate ways of being assertive ● talk with others to solve conflicts ● talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' ● understand gradually how others might be feeling ● be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly ● make healthy choices about food, drink, activity and toothbrushing
Progression Map Statements	<ul style="list-style-type: none"> ●



Autumn term : Marvellous Me, Wonderful Winter

Curriculum Objectives:

- To select and use activities and resources
- To develop their sense of responsibility and membership of a community
- To become more outgoing with unfamiliar people, in the safe context of their setting
- To show more confidence in new social situations
- To play with one or more other children, extending and elaborating play ideas
- To find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- To increasingly follow rules, understanding why they are important
- To remember rules without needing an adult to remind them
- To develop appropriate ways of being assertive
- To talk with others to solve conflicts
- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- To understand gradually how others might be feeling
- To be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly
- To make healthy choices about food, drink, activity and toothbrushing

Activities

Supporting resources



Respond to children's increasing independence and sense of responsibility by making children responsible for jobs within the classroom differentiated by their level of skill, independence and responsibility. This could include passing a piece of paper to someone close by, mopping or sweeping the floor, taking a message to a colleague, collecting resources from other rooms etc.

Widening the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, building structures and towers, chopping soft fruit or vegetables, weaving, crafting, painting etc.

Invite trusted people into the setting to talk about and show the work they do.

Take children out around the school site.

Involve children in making decisions about room layout, resources, play direction, enhancements, and mini topics. Support children to carry out decisions, respecting the wishes of the rest of the group.

Further resource and enrich children's play, based on their interests, and provide items that reflect different ethnicities, such as combs and brushes to stimulate pretend play around their interests.

Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or 2 other children. You may need to model positive play and cooperation.

Teach children ways of solving conflicts. Model how to listen to someone else and agree a compromise.

Explain why we have rules and display a small number of necessary rules visually as reminders.

- Jobs for children to be responsible for
- Wide range of activities planned to encourage children to come over and join in
- trusted visitors
- School site
- Enhancement boxes based on interests and including different ethnicities
- play opportunities in quiet spaces with just one or 2 other children.
- Strategies for solving conflicts
- Display a small number of necessary rules
- Practitioners who interact calmly and sensitively
- Adults familiar with calming strategies
- Stories and quality texts, including The Colour Monster
- 'Oral Health' box booked from Beverley 25.9.23 - 6.10.23
- Toilets
- Trips to local area



Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.

Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.

Name emotions and talk about how our emotions feel inside us using The Colour Monster as a focus text. Refer back to this text throughout the year.

Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"

Talk to children about the importance of eating healthily and brushing their teeth. 'Oral Health' box booked from Beverley 25.9.23 - 6.10.23

Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.

Key Vocabulary

Helpful, kind, sensible, join in, fair, sad, happy, cross, angry, excited, tired, hungry, gentle, hurt, take turns, share, compromise, rules, safe, responsible, ready, calm, breathe, count, cry, shout, laugh, afraid, healthy, grow, brush teeth, germs, poorly, clean, soap, eat



Spring term : Fantastic Fairytales, Get Growing!

Curriculum Objectives:

- To select and use activities and resources
- To develop their sense of responsibility and membership of a community
- To become more outgoing with unfamiliar people, in the safe context of their setting
- To show more confidence in new social situations
- To play with one or more other children, extending and elaborating play ideas
- To find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- To increasingly follow rules, understanding why they are important
- To remember rules without needing an adult to remind them
- To develop appropriate ways of being assertive
- To talk with others to solve conflicts
- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- To understand gradually how others might be feeling
- To be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly
- To make healthy choices about food, drink, activity and toothbrushing

Activities

Supporting resources



Respond to children's increasing independence and sense of responsibility by making children responsible for jobs within the classroom differentiated by their level of skill, independence and responsibility. This could include passing a piece of paper to someone close by, mopping or sweeping the floor, taking a message to a colleague, collecting resources from other rooms etc.

Widening the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, building structures and towers, chopping soft fruit or vegetables, weaving, crafting, painting etc.

Invite trusted people into the setting to talk about and show the work they do.

Take children out around the school site. When they are ready, take them on a trip in the local area.

Involve children in making decisions about room layout, resources, play direction, enhancements, and mini topics. Support children to carry out decisions, respecting the wishes of the rest of the group.

Further resource and enrich children's play, based on their interests, and provide items that reflect different ethnicities, such as combs and brushes to stimulate pretend play around their interests.

Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or 2 other children. You may need to model positive play and cooperation.

Teach children ways of solving conflicts. Model how to listen to someone else and agree a compromise.

- Jobs for children to be responsible for
- Wide range of activities planned to encourage children to come over and join in
- trusted visitors
- School site
- Enhancement boxes based on interests and including different ethnicities
- play opportunities in quiet spaces with just one or 2 other children.
- Strategies for solving conflicts
- Display a small number of necessary rules
- Practitioners who interact calmly and sensitively
- Adults familiar with calming strategies
- Stories and quality texts, including The Colour Monster
- 'Oral Health' box booked from Beverley 25.9.23 - 6.10.23
- Toilets
- Trips to local area



<p>Explain why we have rules and display a small number of necessary rules visually as reminders.</p> <p>Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.</p> <p>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</p> <p>Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</p> <p>Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.</p> <p>Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.</p>	
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Summer term : Amazing Animals, Sensational Summer

Curriculum Objectives:

- To select and use activities and resources
- To develop their sense of responsibility and membership of a community
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- To play with one or more other children, extending and elaborating play ideas
- To find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- To increasingly follow rules, understanding why they are important
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Widening the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, building structures and towers, chopping soft fruit or vegetables, weaving, crafting, painting etc.

Invite trusted people into the setting to talk about and show the work they do.

Take children out on short walks around the school site. When ready, take them on trips to interesting places locally.

Involve children in making decisions about room layout, resources, play direction, enhancements, and mini topics. Support children to carry out decisions, respecting the wishes of the rest of the group.

Further resource and enrich children's play, based on their interests, and provide items that reflect different ethnicities, such as combs and brushes to stimulate pretend play around their interests.

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