

Progression in PSHE

Intent

We aim for children to have acquired the essential characteristics of PSHE:

- to develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

Through PSHE and our schools mission statement, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance

Implementation:

- 1 Curriculum drivers (the Arts and Possibilities) shape our curriculum breadth in science. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.

5. **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 're-visiting' of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In PSHE, these threshold concepts are; **Health and Wellbeing, Relationships and Living in the Wider World.**
6. **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In PSHE these knowledge categories include: **managing relationships, wider world, keeping ourselves safe, Health and well being, internet safety, drugs, first aid, body changes**
7. Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.
8. **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6
9. **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

Progression through the Cognitive Domains		
Basic	Advancing	Deep
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

10. **Key vocabulary** - move the learning from basic to deep and show progression through the milestones.
11. **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.
12. Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.
13. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.

- Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
14. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
15. Our content is subject specific. We make intra-curricular links to strengthen schema.
16. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
Health and well being -Happy healthy me		
<ul style="list-style-type: none"> • name the main parts of the body • describe how they have changed since they were born • describe how they might change in the future • identify some new opportunities and responsibilities they may have as they grow up • name a range of things that help them keep physically healthy • choose what they like and dislike • give a reason for their choices • recognise that choices have consequences both good and bad • name boy's and girl's body parts • describe the differences between boys and girls • describe how to keep different parts of the body clean • describe how common infections are spread • explain ways to limit or avoid infections • describe the components of a balanced diet • put together a healthy lunchbox • describe the contribution physical activity and sleep make to our well being 	<ul style="list-style-type: none"> • list some of the components of a balanced diet • recognise balanced meals • suggest ways to make a meal more balanced • reflect on their own diet • explain the benefits of eating healthily • list the opportunities they have to make choices for themselves • recognise some of the influences on their choices • express an opinion on a food related issue • identify the differences between males and females • name the main internal and external parts of the body • understand the differences between male and female, and learn the agreed names of the sexual parts • identify a range of things which keep them healthy explain what makes them ill • recognise ways to reduce the spread of bacteria and viruses • recognise that some diseases can be prevented through vaccination and immunisation 	<ul style="list-style-type: none"> • identify components of a healthy lifestyle • list things which have a positive and negative impact on their physical health • identify factors which affect their emotional health • recognise how the media might influence physical and emotional health • explain the main physical and emotional changes which occur during puberty • explain what menstruation is, why menstruation only happens to females and how it happens • know how to stay clean during puberty • list the physical, emotional and social changes that take place during puberty • explain strategies to manage their own feelings and experiences during puberty

	<ul style="list-style-type: none"> • identify different types of allergies • describe what to do if they are with someone who is having a severe allergic reaction • describe ways we can help ourselves feel better when we are ill • explain reasons medicines could be dangerous • recognise that all drugs are not medicines • Understand how smoking can affect health • Explain some of the benefits of being a non- smoker • Understand what a habit is • Recognise that habits can be good and bad • recognise that change is a natural process • explain that during puberty the body changes from a child into an adult 	<ul style="list-style-type: none"> • know the correct names for and functions of the internal organs of the body • know that menstruation is and about the menstrual cycle • know some basic facts about pregnancy and conception • explain key facts about health and well being
Health and well being – Me and My Safety		
<ul style="list-style-type: none"> • identify some things which can be harmful if they go inside your body • use strategies to overcome worries about a substance going into their body • identify some things which might be dangerous in their home • explain what they might do if they find something which could be dangerous at home • describe some things they can do to make their homes safer • identify a range of people who help to keep them safe • ask relevant questions about a person's job 	<ul style="list-style-type: none"> • identify risk in a range of situations • explain rules for keeping safe on the road • explain that medicines should be used properly or they can be harmful • recognise that sometimes we know what to do but we do something else • know that pressure to behave in an unacceptable or risky way can come from a variety of people • understand and be able to resist peer and media pressure • judge what type of physical contact is acceptable or unacceptable 	<ul style="list-style-type: none"> • describe times when they do not feel safe • explain how overcoming a fear can be a positive experience • decide how to behave responsibly in a range of situations • describe some techniques for resisting pressure • understand difference between being passive, assertive and aggressive • describe the impact that assertive behaviour can have in a difficult situation • list people who help to keep safe and healthy

<ul style="list-style-type: none"> remember that 999 is the number to call in an emergency describe ways to keep themselves safe when walking describe ways to keep themselves safe in the car name some unsafe situations describe how to keep themselves safe in relation to unsafe things describe how to keep themselves safe in relation to unsafe places - roads describe how to keep themselves safe in relation to unsafe places know how to make a call to the emergency services describe how to keep themselves safe in relation to people 	<ul style="list-style-type: none"> explain what they can do if they experience unacceptable touches explain which parts of their body are private explain the underwear rule explain the difference between secrets and surprises know who can help and support them List potential hazards at home, in school and the local area Identify possible dangers from the hazards Define risk Explain how school rules help to keep them safe Explain how rules and laws keep people safe Explain ways to keep safe on line Explain ways they can keep themselves safe (in given situation) 	<ul style="list-style-type: none"> describe their role in helping these people List things that will help keep them safe in a given situation Explain some of the effects and dangers of drugs on the individual Explain some of the effects and dangers of drugs on communities and the environment Explain some consequences of decisions Use basic first aid skills including getting help List some sources of help and advice available to them
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Relationships - Me and My Relationships

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
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Relationships – Me and other People

<ul style="list-style-type: none"> recognise that they are members of groups and communities describe how it might feel to be excluded from a group use strategies to make sure everyone is included describe different types of teasing describe strategies for dealing with teasing define what bullying is 	<ul style="list-style-type: none"> describe themselves in a range of ways describe what a community is identify some institutions which support the community Identify similarities and differences between local communities recognise the range of identities in our wider community today 	<ul style="list-style-type: none"> Talk about different people's points of view on different issues Contribute positively to their local community Understand how over time people can make a difference Be able to express their own point of view and that of others Understand what a stereo-typing is Have strategies to manage difficult situations
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<ul style="list-style-type: none"> • explain what to do if they are being bullied • describe differences and similarities between boys and girls • question assumptions about what boys and girls can do • describe different types of families • describe similarities between people of different races in the UK • understand that Britain is a diverse place 	<ul style="list-style-type: none"> • Recognise the range of identities in Britain today • Explain why respect and tolerance are important 	<ul style="list-style-type: none"> • Consider their own point of view and that of others.
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The Wider World - Me in the World

<ul style="list-style-type: none"> • begin to identify right and wrong and give reasons • describe the needs of animals • recognise that some needs have a cost attached to them • identify fair and unfair • describe the needs of animals and how people can meet their needs • identify some needs humans have • describe how adults in school ensure children's needs are met • describe some of the positive and negative features of the local environment • take part in a discussion with the whole class • describe positive things about the local area and how people look after it • describe negative things about the area and understand that they can contribute to making it better. 	<ul style="list-style-type: none"> • identify where money comes from • identify what money is used for • describe a range of things money can be used for • explain why something is or is not good value for money • explain things we need to consider when we decide to buy something • use research skills to develop as critical consumers • name a range of resources we need as humans • begin to recognise how resources are allocated • describe ways to reduce the impact resource use has on the environment • explain what a right is • explain what a responsibility is • describe how people campaign for their rights and those of other people • describe what a duty is. 	<ul style="list-style-type: none"> • Explain key aspects of Parliament • Explain how rules are made in the UK • Take part in a debate on a topical issue • Explain why and how rules and laws change over time • Use persuasive language to make the case for a new rule or law • Explain the function of cheques, credit and debit cards etc. • plan for future spending • Understand how and why people save • Understand that money we earn also supports the community • Explain a range of groups and identify local examples. • Explain the role of a pressure group • Present findings to other people • Plan appropriate actions to address and issue of interest to them • Ask appropriate questions to find out more information on a given topic
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<ul style="list-style-type: none"> • take part in a simple debate 	<ul style="list-style-type: none"> • list a range of jobs in school and in the local community • list the responsibilities and duties people have to the environment 	<ul style="list-style-type: none"> • Explain how the media present information • Take part in appropriate action or activity • Identify skills used and their project
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The Wider World - Me and my School

<ul style="list-style-type: none"> • understand the need for class rules and how they help them • discuss ideas with others • listen to other people's ideas and opinions • to compromise with other children • describe what the School Council does and how it works • explain the role of School Council rep • list some of the skills of School Council Representative • recognise some of their own skills and attributes • take part in a discussion with their class • explain the need for class rules and how they help them • discuss ideas with one or more people • Identify a law that adults have to follow • explain what the School Council does and how it works • describe the role of School Council rep 	<ul style="list-style-type: none"> • list their own strengths • identify challenges they will face • contribute ideas to class rules • describe how they can contribute positively to the school • List the skills of a School Council representative • explain how the Class and School Council works • describe the role of a local councillor • To list potential hazards at home, in school and the local area • To identify possible dangers from the hazards • To define risk • Understand school rules about health and safety • Understand other rules that adults follow • Understand the importance of protecting personal information, including passwords, addresses and images • Recognise their increasing independence brings increased responsibility to keep themselves and others safe 	<ul style="list-style-type: none"> • list things they are good at • identify things they want to improve • describe how the School Council works • describe the contribution they have made to the school e.g. through the School Council • describe the skills and qualities a School Council representative needs • take part in a democratic process • recognise the contribution they make to the life of the school • Recognise their worth as individuals, see their mistakes, make amends and set personal goals • identify that there are different kinds of responsibilities, rights and duties at home, in school and in the community and sometimes they conflict with each other • Identify that there are different kinds of responsibilities, rights and duties at how, in school and in the community and sometimes they conflict with each other
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<ul style="list-style-type: none"> • list some of the skills of School Council Rep • recognise some of their own skills and attributes • take part in a discussion with their class • recognise and name a range of feelings (positive and negative) • explain ways to deal with different feelings particularly negative ones • recognise how they have dealt with a negative feeling 		
Driver Word's Progression		



Progression in PSHE Vocabulary

Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
Wider World		
<p>Rules - Example of different rules in class, home, outside in the community (they keep us safe). Environment - Natural world as a whole or a particular area Community - a group of people living in the same place/share same values. Children to understand that they are part of different communities. Jobs - Work where someone is paid. Rights - something that we are entitled to. responsibilities things that you are expected to do</p>	<p>Laws - Regulations put in place. human rights - a right which is believed to belong to every person. These protect people. stereotypes understanding about gender stereotypes in relation to work interests - Things that you like skills - What skills are needed in relation to work eg team work and decision making. Achievements - Things that have been achieved Gender</p>	<p>Media - The main ways to communicate Careers - Children need to identify what job they would want in the future. Diversity - Lots of different ways/options - careers Inclusion - Being included in something - careers routes into work College, apprenticeships, training, university prejudice - Judging someone or having an idea about them before getting t know them manipulate - Deliberately changed – in the context of online images</p>

<p>money - Pays for things different types of money: coins, notes and different types of electronic payments eg debit cards</p> <p>needs - In relation to money, what is a necessity</p> <p>wants - In relation to money, what is something that we can live without</p> <p>community - a group of people living in the same place. Children to identify that they are part of different communities.</p>	<p>Different community groups - Children need to recognise what communities they are part out – school community and wider communities</p> <p>Data - Collection of information</p> <p>digital footprint - the trail of traces or ‘footprints’ that people leave online.</p> <p>Fact - A statement that is true advertisement Something that is advertised (online).</p> <p>Budget - how to manage money</p>	<p>restrictions and regulations - In the context of social media sites</p> <p>critical consumer - Understand that companies are trying to influence us to buy things and how we manage this by thinking carefully about when are buying or advertisements</p> <p>scams - dishonest/fraud</p> <p>gambling - playing games for a chance to win</p> <p>money -</p> <p>fraud - When someone tricks someone else unlawfully or unfairly for a gain</p> <p>debt - Sum of money that is owed or due</p>
Keeping Ourselves Safe		
<p>Uncomfortable - causing or feeling unease or awkwardness</p> <p>Unsafe - Not safe; dangerous</p> <p>Private - What does it mean to keep something private. This includes what parts of the body to keep private.</p> <p>Permission -How to ask and give permission for to be touched/touch others.</p> <p>Unkind - What does unkind behaviour look like in and out of school.</p> <p>Argument - A disagreement between people</p> <p>Resolve - To solve a problem</p> <p>safety - Children need to recognise different ways to keep themselves safe (free from harm) in and out of school.</p> <p>risk - how to recognise risk (potential danger) in everyday situations eg, road, water and medicines</p> <p>Emergency - Children need to know to ring 999 in an emergency</p>	<p>Privacy -</p> <p>Personal boundaries - rules that you create in which you think other people should behave towards you</p> <p>online bullying - Deliberate unkind behaviour that is on purpose more than once online</p> <p>Self respect - How we show respect to others and yourself</p> <p>cultures</p> <p>dares - Difference between a ‘playful dare’ and when a dare puts someone under pressure.</p> <p>Confidence - when it is right or wrong to break</p> <p>confidence – linked to secrets</p>	<p>peer influence - Other affecting our behaviour and attitudes. Understand how this can make people feel and behave</p> <p>strategies - ways to solve something</p> <p>resolving - Look at different strategies of how to resolve arguments in friendships and what support is there to help – how can this be done in a peaceful way</p> <p>acceptable - in relation to physical contact</p> <p>unacceptable - in relation to physical contact</p> <p>wanted in relation to physical contact</p> <p>unwanted in relation to physical contact</p> <p>physical contact - exploring physical touch in different situations</p> <p>discrimination - Unfair treatment of someone eg racism, sexism, homophobia</p> <p>Consent - Giving permission</p>
Managing Relationships		
<p>Family - People that care for you. Introduce same sex families, single parent families.</p>	<p>Different types of families - to recognise and respect that there are different types of families, including</p>	<p>peer approval - wanting to be accepted by others</p> <p>challenges - Understanding that it is okay to face challenges in friendships</p>

<p>Secrets - Secrets are things that people tell you that you can never ever tell. Children should not keep secrets which make them feel worried or uncomfortable.</p> <p>special people - Children to identify who their special people are</p> <p>Kind -What does kind behaviour look like in and out of school.</p> <p>Sharing - The joint use of object or space (taking turns).</p> <p>Respect - How we show respect to others – polite, listening etc</p> <p>Friend - Mutual affection between people</p> <p>Surprise - a good secret that will be eventually found out in the end (opposite of a secret).</p> <p>unhappy - Opposite of happy</p> <p>bullying- Deliberate unkind behaviour that is done on purpose more than once</p> <p>similarities - things that are similar</p> <p>differences - things that are different</p> <p>Lonely – sad because one has no friends or company.</p>	<p>single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>positive and healthy friendships - Eg mutual respect, sharing interest and trust communicating how to talk appropriately when using digital devices</p> <p>mutual respect - Understanding we don't all share same values and beliefs</p> <p>Civil Partnership – A civil partnership is a legal union that can be entered into by two people who aren't related, the partnership has the same responsibilities as in marriage</p> <p>Same Sex partnership – relationship between two people of the same sex</p>	<p>committed relationships - couples showing commitment to each other</p> <p>Sexual intercourse- The act between two consenting adults</p>
Health and Wellbeing		
<p>healthy keeping - your body working at it's best. Unhealthy - Not good for someone's health.</p> <p>physical activity - Any movement by the skeletal bones that help us burn energy from the food we eat.</p> <p>Likes - children's likes/interests</p> <p>Dislikes - what children do not like feelings Different emotions we feel eg, happy, sad, angry etc.</p> <p>rules - Example of different rules in class, home, outside in the community (they keep us safe).</p>	<p>balanced diet - Eating the right foods from the correct food group so that our body can work properly.</p> <p>Strengths - how that things what you are good</p> <p>Interests -Things that you like</p> <p>Setbacks -Something that delays progress. How to manage and respond to set backs.</p> <p>Hazards - Something that could cause harm</p>	<p>healthy lifestyle -</p> <p>sun safety - how to keep safe in the sun</p> <p>disease - any harmful, depraved, or morbid condition</p> <p>bacteria -</p> <p>viruses - a viral disease</p>

<p>age restrictions - age restrictions are put on tv programmes, films, toys and play areas to help keep us safe.</p> <p>physical health - your body being absent of disease</p> <p>mental health - How you think, feel and how you behave</p> <p>dental health - Keeping your teeth healthy and clean</p> <p>Goals - Children need to set goals for their transitional year</p> <p>Healthy -keeping your body working at it's best. Feelings. Different emotions we feel eg, happy, sad, angry etc</p>	<p>Personal identity -Strengths and interests make up a personal identity</p> <p>oral hygiene - Keeping teeth healthy and clean – brushing and flossing</p> <p>physical illness -</p> <p>personal hygiene - Keeping our bodies and clothes clean</p>	<p>personal identity - Race, gender, faith, culture, hobbies, likes/dislikes</p> <p>gender - Understanding that some people's gender identity (masculinity/femininity) doesn't correlate with their biological identity</p> <p>individuality - What makes us individual</p> <p>FGM - Female genital mutilation</p> <p>mental wellbeing - Psychological wellbeing. Understanding what things can affect this.</p> <p>Loss - A feeling</p> <p>Grief - Intense sorrow, usually caused by someone's death</p> <p>Independence - Understand how this increases as children become older. Having more individual responsibility</p> <p>Transition - Moving from primary school to secondary school</p> <p>Love - Link with values</p>
Body Changes		
<p>hygiene -the practice of keeping clean and to prevent disease.</p> <p>big feelings - Be able to manage emotions including change, loss and bereavement</p> <p>body parts - including e.g. vulva, vagina, penis, testicles</p>	<p>Develop - to come to full development</p> <p>Mature - to come to full development</p> <p>Body processes -</p>	<p>puberty- When your body begins to change and develop from being a child to an adult</p> <p>periods - when blood and tissue leaves her through the vagina. If an egg is not fertilized the lining leaves through the vagina and a girl has her period</p>

		<p>breasts</p> <p>erection</p> <p>emotional health</p> <p>Mensuration</p> <p>Wet dream</p>
Internet Safety		
<p>Internet - Lots of computers connected together.</p> <p>digital devices - Tv, ipads, phones, laptops etc.</p> <p>internet Lots of computers connected together.</p>		<p>personal information - How this is shared online and how this can be kept safe online. Identify what is information is appropriate to share online</p> <p>social media - Different types – eg facebook, instagram etc</p>
Drugs		
<p>medicine - Can help people stay healthy and manage illnesses and allergies</p> <p>vaccination - Can help people stay healthy and manage illnesses and allergies</p> <p>immunization -</p>	<p>drug - Explore drugs that are common to everyday life –cigarettes, e-cigarettes, medicine. A chemical that you have in your body which changes the way you feel or act side effects.</p> <p>Habits -Something that is done in a repeated or a regular way. Habits can sometimes be maintained, changed or stopped.</p> <p>Tabacco - the prepared leaves, as used in cigarettes, cigars, and pipes.</p> <p>Vape - to draw in and exhale the vapor from (an e-cigarette or similar device for marijuana).</p>	<p>Class A - law (in Britain) any of the most dangerous group of controlled drugs, including heroin, cocaine, and MDMA</p> <p>Class B - law (in Britain) any of the second most dangerous group of controlled drugs, including amphetamine</p> <p>Legal - permitted by law</p> <p>Illegal - forbidden by law or statute.</p> <p>Consequence - the effect, result, or outcome of something occurring earlier</p> <p>Effect -</p> <p>Peer Pressure - social pressure by members of one's peer group to take a certain action, adopt</p>

		certain values, or otherwise conform in order to be accepted.
Note		
Items in italics are not statutory in the English National Curriculum		
How do we prepare children for KS3?	<p>MHST do whole class or group sessions on moving on to high school.</p> <p>Local high schools arrange transition days/ activities for all the children.</p> <p>Vulnerable children have extra sessions in addition to the rest of the cohort.</p>	
New EYFS ELG	<p>Development matters 3 and 4 year olds</p> <p>Communication and Language -Understand ‘why’ questions, like: “Why do you think the caterpillar got sofat?”</p> <p>Physical Development- Make healthy choices about food, drink, activity and toothbrushing.</p> <ul style="list-style-type: none"> • Understanding the world- Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own 	<p>Development matters Reception</p> <p>Communication and Language –</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.

	<p>life-story and family's history.</p> <ul style="list-style-type: none">• Explore how things work.• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant and an animal.• Begin to understand the need to respect and care for the natural environment and all living things.• Explore and talk about different forces they can feel. <p>Talk about the differences between materials and changes they notice.</p>	<p>Use new vocabulary in different contexts.</p> <p>Physical Development</p> <ul style="list-style-type: none">• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian <p>Understanding the world-</p> <ul style="list-style-type: none">• Explore the natural world around them.• Describe what they see, hear and feel while they are outside.• Recognise some environments that are different to the one in which they live. <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG</p>
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		Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Make comments about what they hear and ask questions to clarify their understanding.
		Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Manage their own basic hygiene and health, including dressing, going to school, and the importance of healthy food.
		Understanding the World	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them and drawing pictures of animals and plants. • Know some similarities and differences between the world around them and compare their experiences and what they have learned. • Understand some important features of the natural world around them and the changing states of matter.