

Year A Medium Term RHE / PHSE



Year A Summer Term	
Nursery Wild Animals	Reception Wild Animals
(Development Matters PSED (3-4 yr olds) Pay attention to one thing at a time and shift attention Develop sense of responsibility Begin to find own solutions to conflicts Select and use resources to achieve a short term goal	(Development Matters PSED Children in Reception) Use simple strategies to manage feelings Being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to adults Follow instructions involving several ideas or actions
To engage with adult-led activities, shifting attention from one activity to another To develop a sense of responsibility for looking after my own needs e.g. dressing myself more independently To develop a sense of responsibility for looking after our classroom and resources To use my words to solve a problem with a peer, with adult support To play more purposefully, choosing resources and activities according to my plan	To learn some simple ways to manage my feelings that work for me – individual to each child To regulate myself when I need to wait for something To control my impulses to do something I know I should not do To listen and engage more deeply in adult-led activities and whole-school assemblies / To follow multiple-step instructions
Key Vocabulary Names and vocabulary linked to animals - guided by children's interests Grown-ups, job, first, then, look after, independent, classroom, toys, words, talk, problem solve, friends, happy, sad, cross, angry, share, take turns, plan	Key Vocabulary Names and vocabulary linked to animals - guided by children's interests Manage, feelings, anger, fear, worry, sad, happy, excited, calm, wait, patient, stop myself, self-control, listen, think, instructions
Year 1 / 2 Economic Wellbeing	Year 3 / 4 Economic Wellbeing
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 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	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 recognise 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 YR3 To know that there are many jobs 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

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	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
Key Vocabulary Money, coins, notes, value, savings, pocket money, earn, wages, benefits, presents, pension.	Key Vocabulary Bank balance Bank statement Budget Career Debit card Expense Feeling Qualification Save Spend Stereotype
Summer 2	
Nursery Down By the Sea	Reception Down By the Sea
(Development Matters PSED 3–4-year-olds) Begin to understand how others might be feeling Play together and resolve conflict Make good choices in terms of toothbrushing Understand and prepare for transition into Reception	Reception (Development Matters PSED Children in Reception) Know and talk about the factors that support health and wellbeing Show independence, resilience and perseverance in the face of challenge Show sensitivity to their own and others needs Understand and prepare for transition into Year One
To talk about how my friends are feeling and understand my actions affect the way my friends feel To play in a group, extending play by adding ideas To resolve conflicts with my peers by using language, with adult support where necessary To know that I need to brush my teeth twice a day To know that I am moving up to Reception and understand what will change and what will stay the same	To know there are important things I need to do to look after my body such as toothbrushing, water safety, sun safety, road safety To know that I am moving up to Year One and understand what will change and what will stay the same To talk about how I am feeling about moving up to year one, expressing any anxieties and things I am looking forward to To understand and accept that my friends have their own feelings about moving to Year 1
Key Vocabulary Friends, feelings, sad, happy, cross, angry, worried, upset, calm, scared, play, together, ideas, problem solving, talk, tooth brushing, look after myself, clean,	Key Vocabulary Self-care, look after myself, safety, hygiene, tooth brushing, body, moving up, year one, change, stay the same, new, classroom, teacher, friends, worries, excited, looking

moving up, Reception, same, different	forward, resilient, independent
Year 1 / 2 Transition	Year 3 / 4 Transition
<p>To identify the positives and challenges of change Year 1</p> <p>To understand that everyone has different strengths</p> <p>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</p>	<p>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</p> <p>Year 3 I can set myself goals I know who I can talk to if I am worried about anything</p> <p>Year 4 I understand that there are different strategies I can use to deal with change I can explain the opportunities and responsibilities that change might bring</p>
<p>Key Vocabulary Strengths, skills, move, change(Y2), Feelings(Y2) Emotions(Y2)</p>	<p>Key Vocabulary Opportunity (Y4) Responsibility (Y4) Change Cope (Y4) Strategies (Y4) Targets (Y3) Goals (Y3)</p>