



EYFS Ribblesdale Medium Term Planning Year A Summer (Stage 4 Birth to 5 matters)



EYFS PSHE Plan

Relationships, Health and Wellbeing, Living in the Wider World

| Worship Year A 2026-27 | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
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| Worship Year B 2025-26 | Thankfulness | Trust | Perseverance | Justice | Service | Truthfulness |
| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| FS - Single year (Followed in FS1) | Why are we special? I Belong PANTS Super Me! | Why are other people special? Is Good to Share Fabulous Friends | How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind, | | How can we look after each other, our community and our environment? Look What I Can Do! | What will change as we go into Year 1 and what will stay the same? <u>Yes</u> I can! |
| Week 1 | PAN Ta Saurus | PAN Ta Saurus | PAN Ta Saurus | PAN Ta Saurus | PAN Ta Saurus | PAN Ta Saurus |
| Week 2 | Look at the All about me book – celebrate each other | Respecting other people – why? | How do we stay safe in the dark, including road safety? Firefighters visit | Why is having healthy teeth important? | Why should we look after each other? | What is the same about me as was in September? |
| Week 3 | Look at the All about me book – celebrate each other | Why is listening to each other a good idea? | How do we stay safe from bugs? Why do we need to wash our hands and our bodies? | Why is eating healthy food important? | Why should we look after our town? What could we do? | How am I changing? What will carry on changing? |
| Week 4 | Families What makes a family? | Why is sharing and trust important? | First aid – what do we do in an emergency? Visit from a Nurse or Doctor | How do we keep our bodies healthy? | Why should we look after the oceans? | How can I cope with change? |
| Week 5 | What is special about our School Family – RMS/Malhamdale | Resolving conflict. | How do we stay safe online? | Why do we need to look after pets? | Why should we look after the animals? | What do I want to find out about Year 1? |
| Week 6 | Being thankful for each other | Telling the truth and keeping promises. | What do the police/army do to keep us safe? | How do we keep our minds healthy? | Why should we pick up litter? | What have I learnt this year? What do I want to get better at next year? |



| | Aut1 | Aut2 | Spr1 | Spr2 | Sum1 | Sum2 |
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| Festivals/Celebrations | Yom Kippur Rosh Hashanah | Christmas Sukkot Chanukah Diwali | | Easter Ramadan Eid-ul-Fitr Passover | Wesley Day Pesach | |
| | Believing What is the important fact about... | | Expressing Why is it special? | | Living What is it like to be.... | |
| FS Understanding Christianity | Incarnation Why do Christians perform nativity plays at Christmas? | | Salvation Why do Christians put a cross in an Easter Garden? | | Creation (God) 'Why is the word 'God' so important to Christians? | |
| FS Christianity Judaism Islam Hinduism | F2 Which people are special and why? | | F3 Which places are special and why? Virtual Visits.. | | F5 Being special: where do we belong? Methodism | F6 What is special about our world? |

| Area of Learning | 13.4.26 | 20.4.26 | 27.4.26 | 4.5.26 | 11.5.26 | 18.5.26 | | 1.6.26 | 8.6.26 | 15.6.26 | 22.6.26 | 29.6.26 | | 13.7.26 | | |
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| Celebrations | | Earth Day St. George's Day | May Day | | Ascension Day | Eid al-Adha | | | | Father's Day Summer Solstice Windrush Day | | | | | | |
| Block Focus | The Natural World Science - plants | | Expressive Arts & Design – Creating with materials – (Art) | | Understanding the World (Geography) | | | Past & Present (History) What can we learn when we find out about | Expressive Arts & Design – Creating with materials – (DT) | | | | Personal, Social & Emotion | | | |



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| | <p>How do tiny seeds turn into big plants?</p> | <p>How can we make our own art like this, or in our own special way?</p> | <p>How are these places the same and different?</p> | | <p>famous people in the past?</p> | <p>How can we make it move?</p> | | <p>nal Development – Physical Development – Understanding the World – (PSHE)</p> | <p>How can we be ready for Year 1?</p> | |
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**Key
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Doing all the good we can

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| | <ul style="list-style-type: none"> • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive • Observe plants closely through a variety of means e.g. magnifiers & photographs • Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds • Use all the senses in hands-on exploration of plants • Understand the key features of the life cycle of a plant | <ul style="list-style-type: none"> • Notice what other children & adults do, mirroring what is observed • Practise artist's techniques • Discuss likes & dislikes about artwork | <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos | | <ul style="list-style-type: none"> • Retell past events in correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history | <p>Develop new skills & techniques</p> <ul style="list-style-type: none"> • Use tools for a purpose | <p>Observe animals closely through a variety of means e.g. magnifiers & photographs</p> <ul style="list-style-type: none"> • Look at key stages of development from birth to adult • Name & identify body parts • Observe & describe in words or actions the effects of physical activity on body • Understand the key features of the life cycle of an animal | <ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Become more outgoing with unfamiliar people, in the safe context of their setting • Understands that expectations vary depending on different events, social situation |
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| | | | | | | | | s and changes in routine, and become s more able to adapt their behavio ur in favoura ble conditio ns |
| Predict ed Texts |  | | | | | | | |



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| <p>C & L Listening, Attention and Understanding</p> | | | | | | | | |
| <p>C&L Speaking</p> | | | | | | | | |
| <p>P,S and E D Self Regulation</p> | | | | | | | | |
| <p>P,S and E D Managing Self</p> | | | | | | | | |



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| P,S and E D Buildin g Relatio nships | |
| PD Gross Motor Skills Feet, Jumping , Games for Underst anding | |
| PD Fine Motor Skills | |
| L Compre hension | |
| L Word Readi ng | |
| L Writing | |
| M Numb er | |
| M Numb er Patter ns | |
| Master ing the Curric ulum | |



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| U the W Past and Presen t | |
| U the W Peopl e, Cultur e and Comm unities | |
| U the W The Natura l World | |
| E A & D Creati ng with Materi als | |
| EA & D Being Imagin ative and Expres sive | |

