



PSED – Nursery – Medium Term Plan
Autumn 1, Unit 1: Positive Relationships, Unit 2: Look What I can do!



Lesson	Learning Focus	EY PSED Objectives	Vocabulary	Resources
One: We Can Sort This Out	Understand how to resolve conflicts.	BR - Begin to work and play cooperatively BR - Work and play cooperatively and begin to take turns with others.	Core: Sort, fix, solve, problem, argue, friends, friendship, play, share, listen, helpful, kindness, together, unkind, push, solve, three little pigs, brothers. Extended: Disagree, disagreement, conflict, relationships, peers, solution.	N/A
Two: My Family Tree	Discuss families and people who are important to us.	BR - Begin to form positive attachments to adults. BR - Form positive attachments to adults.	Core: Family, love, mum, mummy, dad, daddy, brother, sister, carer, cousins, auntie, uncle, parent, grandma, grandpa, nanny, grandad, twins, triplets, stepdad, stepmum, stepsister, stepbrother, half-sister, half-brother, big, little, cut, stick, glue, draw, colour, family tree Extended: Teenager, grandparents, foster parents, foster mum, foster dad, older, younger, guardian, important, significant, siblings.	scissors, glue, pencils, colouring pencils optional photos.
Three: Rafael Makes Friends	Gain confidence in making friends.	BR - Begin to form friendships with peers.	Core: friendship, play, share, listen, help, kind, kindness, together, making friends, smile, laugh, helping others, kindness. Extended: Relationships, peers, bonding, teamwork, positive relationships, caring, support, thoughtful.	Teddy bear Optional additional party resources
Four: My Friends Are Special	Understand what makes a good friend.	BR - Begin to form friendships with peers. BR – Begin to show sensitivity to others' needs	Core: Friends, friendship, play, share, listen, help, kind, caring, kindness, together, making friends, smile, laugh, helping others, kindness, cards, make. Extended: Relationships, peers, positive relationships, caring, support, thoughtful, qualities.	Colouring pens and pencils, sticking resources, glue
One: The Girl Who Never Tidied Up	Understand the importance of tidying up.	SR - Follow some routine instructions. SR - Give focused attention to what the teacher says and follow routine instructions.	Core: Tidy, clean, help, tidying, tidy-up time, teamwork, mess, clear up. Extended: Contribute, responsibility, clearing, helping	
Two: Can You Find It? Following	Follow simple instructions.	SR - Follow some routine instructions.	Core: Listen, instructions, follow, find, look, scavenger hunt, treasure hunt, bring, follow, ears, hear, ask, spotty, brown, red, purple, yellow, blue, under, over, search.	

Instructions Activity		SR - Give focused attention to what the teacher says and follow routine instructions.	Extended: Listening, steps, search, collect, concentrate, focus, information, explore, discover, understand, remember.	
Three: The Getting Dressed Game	Practising getting dressed and undressed.	MS - Manage their own personal needs, including putting on their coat, with little support. MS - Manage their own personal needs, including dressing.	Core: Dress, dressed, undressed, in, out, on, off, arm, leg, head, body, left, right, hat, scarf, top, jumper, shirt, top, trousers, skirt, dress, belt, shoes, socks, buttons, zips, pull, push. Extended: Dressing, undressing, through, sleeve.	a large box, a selection of clothing, a way to play music.
Assessment:				
1.				



PSED – Nursery – Medium Term Plan
Autumn 2, Unit 3: Being Safe



Lesson	Learning Objective	EY PSED Objectives	Vocabulary	Resources
One: Is It Safe to Eat?	Understand when things are safe to eat.	Managing Self Links	Core: Eat, drink, safe, unsafe, sick, unwell, cleaning products, bleach, medicine, food, dangerous, packaging, warning, sort, post. Extended: Hazard, hazard symbols, risk, trusted adult, help, stranger, awareness, careful, beware, edible.	Two cardboard boxes
Two: Help Goldilocks Make Safer Choices	Understand ways to stay safe when out and about.	Managing Self Links	Core: Road, safety, crossing, safe, cars, danger, stop, look, listen, think, safely, lost, safer strangers, help, water, swimming, rivers, ponds, lakes, Goldilocks, three bears, choices, stranger, grown-ups. Extended: Hazard, dangerous, risk, trusted adult, help, strangers, awareness, careful, beware, warning.	N/A
Three: Spot What's Hot	Understanding how to keep safe around potential dangers.	Managing Self Links	Core: Hot, burns, danger, safe, unsafe, hurt, care, safety, spot, looking, careful, heat, flames, fire, cooking, camping, boiling, kettle, stove. Extended: Scalds, carefully, hazards, flammable, burning, fire, smoking, steaming, dangerous, risk, cool, warm.	N/A

Four: What Do You Do Online?	Understand ways to stay safe online	Managing Self Links	Core: Online, Internet, devices, screens, computers, videos, shows, TV, games, television, watch, safe, staying safe, adult, trust, friends, family. Extended: Games console, information, facts, research, safely, safety.	Drawing and colouring pencils.
Five: Stop, Look and Listen	Understand aspects of road safety.	Managing Self Links	Core: Road, safety, crossing, stop, look, listen, cars, bikes, motorbikes, tractors, lorry, vans, path, lollipop person, traffic, busy, safe. Extended: Trusted, alert, zebra crossing, pelican crossing, vehicles, pedestrian, pavement, route, journey, location, school crossing patrol.	Props for creating a role-play road (such as mats or large sheets of material or paper), ride-on cars, bikes or scooters, dressing up (optional).
Assessment: 2.				



PSHE – Nursery – Medium Term Plan
Spring 1, Unit 4: Me and My World, Unit 5: Working Together



Lesson	Learning Objective	EY PSED Objectives	Vocabulary	Resources
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One: Me and My World	Understanding the importance of looking after our world.	Understanding the World Links	Core: Environment, world, care, protect, litter, ocean, sea, creatures, animals, rubbish, bin, recycle, unwell, sick, find, help. Extended: Planet, Earth, natural, recyclable, materials.	Large activity tray, sand, water, a bin, litter (plastic bottles, plastic bag, drink cans) sea creatures,
Two: What Is My Job?	Identify different occupations and begin to talk about them.	Understanding the World Links	Core: Jobs, police officer, nurse, mail carrier, dentist, vet, teacher, firefighter, chef, electrician, farmer, train driver, hairdresser, builder, car mechanic, uniform, help, guess, clue. Extended: Occupation, community, career.	N/A
Three: Up and Off We Go	Learning about people around the world.	Understanding the World Links	Core: World, people, around the world, travel, aeroplane, airport, tickets, seats, plane, takeoff, flying, visit, weather, food, flags, languages, country, place, different, special. Extended: Flight, currency, culture, traditions, differences, similarities, respect.	Resources needed for the aeroplane such as chairs,
Four: Who Helps Me?	Understanding who helps us in our lives.	Understanding the World Links	Core: Help, people, thank you, cards, parents, carers, family, friends, grandparents, aunties, uncles, neighbours, thanks, helpers, kind, happy, share. Extended: Appreciate, grateful, kindness, support, thoughtful, assist, polite.	mark-making materials.
One: Magic Manners	Understand the importance of manners.	SR – show an understanding of the feelings of others MS – Abide by most of the rules in the classroom	Core: Manners, kindness, respect, please, thank you, excuse me, hands up, run, walk, help, listen, share, take turns, tidy, certificate. Extended: Polite, carefully, respectful, helpful, tidy up.	A3 paper, a variety of paint colours, paint brushes, aprons large blue material.
Two: Our Class Ocean	Begin to understand the importance of teamwork.	BR – Begin to work and play cooperatively BR – Work and play cooperatively and begin to take turns with others	Core: Teamwork, together, help, listen, instructions, share, ideas, ocean, sea creature, animals, sea, fish, shark, turtle, dolphin, seahorse, whale, jellyfish, crab, starfish. Extended: Collaboration, collaborate, communicate, respect, discuss, kindness	
Three: We Can Share	Understand the importance of sharing.	BR – Begin to work and play cooperatively BR – Work and play cooperatively and begin to take turns with others	Core: Share, together, kindness, special, objects, friend, caring, special, toys, play, taking turns, fair, show. Extended: Discuss, explain, sharing, collaboration, objects.	modelling dough and toys for sharing if you wish to use them in your discussion.
Assessment: 3.				



PSED – Nursery – Medium Term Plan
Spring 2, Unit 5 (continued): Working Together, Unit 6: How I Feel



Lesson	Learning Objective	EY PSED Objectives	Vocabulary	Resources
Four: Showing Kindness	Understanding what kindness is and why it is important.	SR – Begin to show an understanding of their own feelings SR – Show an understanding of their own feelings and those of others	Core: Kind, kindness, love, feelings, others, friends, families, random, acts, help, happy, sad. Extended: Respect, emotions, community, friendly, friendship, care, volunteer, glad, grateful, gratitude, pleased, upset.	N/A
Five: We Can Take Turns	Understand the importance of taking turns and sharing.	BR – Begin to work and play cooperatively BR – Work and play cooperatively and begin to take turns with others	Core: Taking turns, turn-taking, sharing, my turn, your turn, share, wait, fair, feelings, pairs, matching. Extended: Patience, game, playing.	N/A
Six: Respecting Rules	Understand the importance of rules.	MS – abide by most of the rules in the classroom MS – abide by most of the rules in the classroom and begin to understand the consequences of their behaviour	Core: Rules, follow, respect, keeping, following, breaking, class, school, poster, design, draw, happy, healthy, safe. Extended: Laws, government, community, consequences.	Felt tip pen, colouring and writing pencils.
One: Crossing the Bridge	Gain the confidence to develop their own ideas and share them with others.	BR – Begin to show sensitivity to their own needs BR – Show sensitivity to their own needs	Core: Think, goats, bridge, cross, brothers, river, share, build, broken, fix, grass, create, problem ideas, talk, together, try. Extended: Teamwork, construct, Ideas, sharing, turn-taking, collapsed, crumbled, damaged, construct, plan, materials, discuss, solve, work out, different, feedback, tell.	Three toy goats (or billy goat stick puppets), blue materials or paper, green material or paper, blocks, construction materials, loose parts, a camera or a way to take photos
Two: My Likes and Dislikes	To express my own opinions by sharing likes and dislikes	BR – Begin to show sensitivity to their own needs BR – Show sensitivity to their own needs	Core: Differences, like, dislike, feelings, thumbs up, share, kind, special, same, different, choose, run, think, choice. Extended: Opinion, point of view, Idea, vote, voting, decide, agree, disagree, interests.	

Three: Feelings Station	Identifying basic emotions.	SR – Begin to show an understanding of their own feelings SR – Show an understanding of their own feelings and those of others	Core: Train, train station, feelings, happy, sad, angry, excited, track, thinking, remember, feel, face. Extended: Emotions, surprised, worried, uncomfortable emotions, cross, upset, scared, unhappy, facial expressions.	Trains Train track
Four: Little Book of Happiness	Identifying and understanding basic emotions.	SR – Begin to show an understanding of their own feelings SR – Show an understanding of their own feelings and those of others	Core: Feelings, happy, sad, angry, excited. Extended: Emotions, surprised, worried, uncomfortable emotions, cross, upset, scared, unhappy, facial expressions.	scissors, glue, colouring pencils or pens for mark-making, photos or pictures sent from home, pictures for sticking additional crafts for decorating the books.
Assessment: 4.				



PSED – Nursery – Medium Term Plan
Summer 1, Unit 7: My Body, Unit 8: Super Me



Lesson	Learning Objective	EY PSED Objectives	Vocabulary	Resources
One: Happy Teeth	Show an understanding of the importance of good oral health.	MS – Manage their own basic hygiene and personal needs	Core: Teeth, tooth, clean, brush, toothbrush, toothpaste, mouth, tongue, gently, clean, brush, dentist, visit, gums, toothbrush, toothpaste. Extended: Hygiene, health, dental, dental nurse, floss, mouthwash, gum, dentist.	Selection of toothbrushes and toothpaste,
Two: Fruit and Vegetable Feely Bag	Talk about making healthy choices for food and drinks.	MS – Manage their own basic hygiene and personal needs	Core: Fruit, vegetables, healthy, bodies, big, small, long, round, thing, colours, shape, smell, touch, feel, bumpy, name. Extended: Hard, soft, rough, smooth, leaves, juicy, texture, describe.	A closable bag, a variety of fruits and vegetables,
Three: My Amazing Body	Strategies for looking after our bodies.	MS – Manage their own basic hygiene and personal needs	Core: Exercise, habits, mental health, wellbeing, limiting, active, fit, routines. Extended: Exercise, habits, mental health, wellbeing, limiting, active, fit, routines.	pencils, colouring pencils or pens, large paper (large enough to draw around the children).

Four: Glitter Hands	Understand the importance of handwashing.	MS – Manage their own basic hygiene and personal needs	Core: Germs, clean, hands, handwashing, washing, wash, soap, dry, drying hands, dirty, scrub, rub, rinse, fingers, thumb, hands, nails, wrists. Extended: Hygiene, healthy, spreading germs, invisible.	A variety of soaps including bar soap and liquid soap, eco-glitter, a bowl of water and paper towels.
One: Things I Am Good At	Recognise and celebrate abilities and achievements.	BR – Begin to show sensitivity to their own needs BR – Show sensitivity to their own needs	Core: Skills, good at, happy, pleased, share, abilities, achievements, celebrate, football, drawing, singing, dancing, painting, swimming, reading, counting, building, sharing, helping others, baking, tidying up. Extended: Talents, discuss, target, self-confidence, pride, proud.	Mark making resources
Two: My Wellbeing Box	Understand what things have a positive effect on our wellbeing.	BR – Begin to show sensitivity to their own needs BR – Show sensitivity to their own needs	Core: Wellbeing, special, items, feel good, calm, happy, friends, family, memories, box, decorating, cut, stick, photos, body, mind, feeling, think, talk about, show. Extended: Mental health, physical health, self-care, emotion, relaxed, peaceful, remember, mindfulness, materials.	Shoebox or cardboard box, scissors, decorating materials (such as wrapping paper, crepe paper, stickers, felt-tip pens or eco-glitter), white glue or sticky tape Items for a wellbeing box (see wellbeing box instructions)
Assessment: 5,				



PSED – Nursery – Medium Term Plan
Summer 2, Unit 8 (continued): Super Me!, Unit 9: Reach for the Stars



Lesson	Learning Objective	EY PSED Objectives	Vocabulary	Resources
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Three: What Can I See?	Develop a positive sense of self.	BR – Begin to show sensitivity to their own needs BR – Show sensitivity to their own needs	Core: Kind, helpful, sharing, listening, hard-working, fun, friend, laugh, clever, caring, friendly, brave, polite, thoughtful, smile, funny, special, different, share, same. Extended: Personality, qualities, discuss, unique, creative, inventive, persevering, determined, friendly, similar.	child safety mirrors, writing and colouring pencils
Four: Dino Differences	Understand and celebrate that everyone is different.	BR – Begin to show sensitivity to others' needs	Core: Same, different, likes, dislikes, special, dinosaurs, colour, shape, horns, spikes, plates, skin, tall, short, legs, eyes, neck, body. Extended: Appearance, similarities, compare, favourite, features, similar, differences, unique	Toy dinosaurs
One: Learning from Our Mistakes	Understanding it's OK to make mistakes and that we can learn from them.	BR – Begin to show sensitivity to their own needs BR – Show sensitivity to their own needs and begin to show sensitivity to others' needs	Core: Mistakes, learn, difficult, help, problem, feelings, calm, breathing, maze, entrance, exit. Extended: Emotions, learning, challenges, helping, resilient,	Colouring pencils
Two: That's What I Like About You	Building self-confidence	BR – Begin to show sensitivity to their own needs BR – Show sensitivity to their own needs	Core: Like, kind, helpful, good friend, share, talk, ideas, special, happy, feeling, proud, lovely, smiley, friendly. Extended: Confidence, differences, celebrate, compliment, discuss, describe.	Photos of each of the children
Three: My Busy Bee Goal	Begin to set simple goals	SR – Begin to work towards simple goals SR – Work towards simple goals showing an awareness to begin to control their immediate impulses, when appropriate	Core: Goal, targets, aims, meet, try, difficult, challenge, help, nursery, classroom, setting, ideas, practising, share, work hard, busy, bees. Extended: Achieve, achievement, challenging, perseverance, proud, purpose.	Colouring pencils
Four: Can You Spot What's Missing?	Developing concentration and attention.	SR – Begin to work towards simple goals SR – Work towards simple goals showing an awareness to begin to control their immediate impulses, when appropriate	Core: Look, spot, carefully, missing, gone, wait, remember, items, objects, think. Extended: Concentrate, attention, focused.	Tray, towel or large piece of material, items for the tray
Five: Persevering Pedro	Understand what perseverance is and why it is important.	MS – Begin to try new activities with confidence and some independence MS – Show confidence to try new activities with some independence and perseverance	Core: Persevere, give up, difficult, hard, try, help, happy, sad, frustrated, proud, challenge, complete, certificate. Extended: Perseverance, persevering, trying, achieve, complete.	N/A
Assessment: 6.				