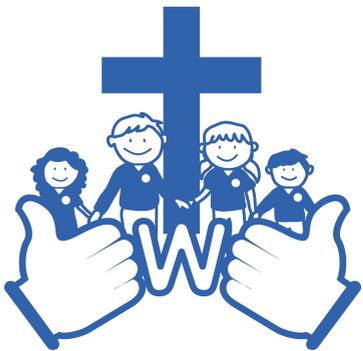


# Early Years/Year 1 Overview



**An overview of the 1decision objectives for Topaz  
Class**



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# Introduction to the 1decision Early Years Portal

All resources within our Early Years portal have been designed following consultation with early years specialists, school leaders, and in response to overwhelming levels of requests from existing 1decision customers for good quality, EYFS resources.

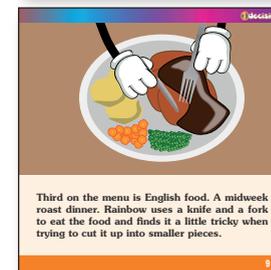
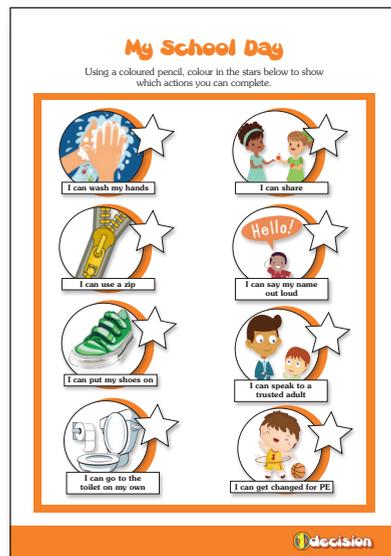
As you would expect, the resources have been designed to meet the needs of the Development Matters Framework and cover a number of key areas but, in particular, elements of PSED. The EYFS area of the 1decision site will continue to grow over time and in direct response to the needs of EYFS and to any government policy changes.



All resources in our early years section will include an individual set of instructions. This will ensure that all key workers can use the resource effectively with little planning.

Booster pack resources may be shared with parents, e.g. the books. Please note, these resources contain a parent note section to support home learning.

This overview document will provide direction on how to gain the best use of our Early Years resources.



## Resource: Dilemma Drops

This fantastic high-quality pack of 52 cards is central to development of personal and social education in the EYFS setting. On these cards each of the Rainbow Drops face a range of dilemmas.

As a whole class, in small groups, or individually, children can give their ideas and responses to help each Rainbow Drop. It will be most useful to have someone recording responses as evidence. Rainbow Drop Dilemmas may be used in any order and may be linked to other activities ongoing in the setting.



Blue Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<i>Blue has lost her parents at the shopping centre and is really scared. What should Blue do?</i>	<p><b>Feeling scared - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<i>Blue baked some cakes at the weekend with her Nan and would like to share them with her classmates. Blue counts the cakes but there isn't enough for everyone. What could Blue do?</i>	<p><b>Learning to share - Personal, Social, and Emotional development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Communication and Language: Understanding (Early Learning Goal):</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
<i>Blue feels jealous because Purple has made a new friend and is spending lots of time with him. What could Blue do to feel better?</i>	<p><b>Jealousy - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<i>Blue is playing tennis in the park. The ball flies out of the park and into the road. What should Blue do?</i>	<p><b>Road safety - life skill - Communication and Language: Understanding (Early Learning Goal)</b></p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>

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Blue Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<i>Blue feels sad because her parents had an argument over the weekend. Dad has gone to stay at Grandma's. Who can Blue talk to about this?</i>	<p><b>Adjusting to change in family life - Personal, Social, and Emotional development: Making Relationships (Early Learning Goal)</b></p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<i>Blue has forgotten her packed lunch from home. She has never had a school dinner and she is worried she will not like it. What can Blue do?</i>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<i>Blue is staying over at her friend's house for the first time and is worried about being somewhere different overnight. What could Blue do to feel better?</i>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<i>Red and Yellow are playing together. Blue would like to join them but isn't sure how to play the game. What could Blue do?</i>	<p><b>Making friends - Personal, Social, and Emotional development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>

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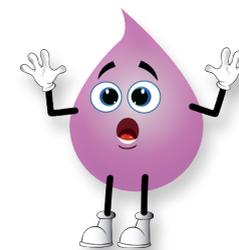


Green Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<p><i>Green's brother received a new computer game for his birthday and won't let Green have a go. Green's birthday isn't for another four months. How can Green feel better?</i></p>	<p><b>Jealousy - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<p><i>Green is lining up in the playground after lunch. Blue kicks him from behind. Green shouts at blue, but they both get in trouble. What can Green do?</i></p>	<p><b>Learning the rules - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Communication and Language: Understanding (Early Learning Goal):</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
<p><i>Green's Daddy has had to go away this week for work. Green is feeling very sad about this. How can Green feel better?</i></p>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p><i>Green would like to join a dance class but is worried about meeting new people. What could Green do to feel more confident?</i></p>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>

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Green Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<i>Green is wearing his new glasses for the first time at school. He is worried what his classmates might think. What can Green do to feel better?</i>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<i>Green has forgotten his PE kit and is worried about telling the teacher. What should Green do?</i>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<i>Green likes to play with the children in year three as Green's sister is in that class. Why should Green also play with the children in his class?</i>	<p><b>Making friends - Personal, Social, and Emotional development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<i>Pink often wears headphones because he does not like loud noises. Green is confused by this. How can we help Green understand?</i>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>

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Pink Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<i>Pink feels upset because his friend receives pocket money every week and he does not. How could Pink feel better?</i>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<i>Pink is at the park with his parents and his friends. A woman comes up to Pink and asks for help as her dog is missing. What should pink do?</i>	<p><b>Safeguarding Discussion Card</b></p> <p>To help children develop awareness of safe and unsafe situations.</p>
<i>Pink is feeling worried because his Mum is in hospital and he has to stay with his Grandma. How could Pink feel better?</i>	<p><b>Adjusting to change in family life - Personal, Social, and Emotional development: Making Relationships (Early Learning Goal)</b></p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<i>Pink has to get changed for PE. He finds getting changed really hard and has hidden under the table. How can we help Pink?</i>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>

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Pink Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<p><i>Pink has been asked to stop playing his computer game because it's dinner time. Pink is getting angry because he wants to continue playing. How can Pink calm down?</i></p>	<p><b>Anger - Personal, Social, and Emotional development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<p><i>A new child has joined the school. He seems very shy and doesn't talk to anyone. Pink notices his classmates laughing at the new boy. What can Pink do?</i></p>	<p><b>Caring for others - Personal, Social, and Emotional development: Making Relationships</b></p> <p><b>40 - 60 months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p><i>Pink keeps crying because his pet fish has died. Pink really misses his fish and he doesn't know who to talk to.</i></p>	<p><b>Grief Discussion Card</b></p> <p>Allows children to explore their feelings if they have experienced grief and to understand it is okay to talk about these feelings and emotions, and discover how talking may help.</p>
<p><i>Pink is going on a school trip to the museum but is worried about the journey because he gets travel sick. Who could Pink talk to?</i></p>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>

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Purple Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<i>Purple doesn't feel well today and is worried about telling her parents in case she has to go to the doctors. What should Purple do?</i>	<p><b>Worry and adjusting to change - Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 - 60 months:</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<i>Purple's best friend has moved house and has to go to a different school. Purple is very upset and thinks she won't see her best friend ever again. Who could Purple talk to?</i>	<p><b>Missing a friend - Personal, Social, and Emotional development: Making Relationships</b></p> <p><b>40 - 60 months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<i>Purple has not been invited to Blue's birthday party and she feels very sad and left out. What can Purple do to feel better?</i>	<p><b>Jealousy - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<i>Purple wants to wash her hands but is too little to reach the sink. What could we do to help?</i>	<p><b>Overcoming challenge - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>

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Purple Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<i>Purple is upset because she is not allowed to take her pet hamster to school and doesn't want to leave the hamster on its own. Who could Purple talk to?</i>	<p><b>Separation Discussion Card</b></p> <p>To support children in learning to talk about things that worry them. To develop the skills of communication to help others understand feelings.</p>
<i>Purple drew a picture for her Mum at lunchtime, but someone has scribbled all over it. What can Purple do?</i>	<p><b>Anger - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<i>Purple accidentally ripped a page out of one of the school's books. Purple is very worried that she will get into trouble. What could Purple do?</i>	<p><b>Worry - Personal, Social, and Emotional development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<i>Purple wants to take part in the 'Daddy and Daughter Race' for sports day. However, her Dad is working away and she feels very upset. What could Purple do?</i>	<p><b>Separation Discussion Card</b></p> <p>To support children in learning to talk about things that worry them. To develop the skills of communication to help others understand feelings.</p>

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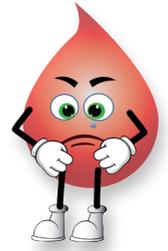


Rainbow Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<i>Rainbow is moving house. Rainbow is worried about what the new house will be like and whether or not all of the toys will go with them. What advice could we give Rainbow?</i>	<p><b>Overcoming change - Personal, Social, and Emotional development: Making Relationships</b></p> <p><b>40 - 60 months:</b></p> <ul style="list-style-type: none"> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<i>Rainbow loves to dance. Rainbow does not like carpet time, as she has to sit still for too long. How can she get better at sitting?</i>	<p><b>Learning the rules - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b> Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p><b>Communication and Language: Understanding (Early Learning Goal):</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
<i>Rainbow is going to the zoo at the weekend and is allowed to bring one friend. Rainbow is unsure who to pick and doesn't want to upset anyone. How could Rainbow feel less worried?</i>	<p><b>Friendships - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<i>Everyone loves Rainbow and they all want to play with Rainbow at lunch. Can Rainbow always play with everyone?</i>	<p><b>Friendships - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>

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As a whole class, in small groups, or individually, children can give their ideas and responses to help each Rainbow Drop. It will be most useful to have someone recording responses as evidence. Rainbow Drop Dilemmas may be used in any order and may be linked to other activities ongoing in the setting.



Red Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<i>Red has fallen out with his brother and has come to school feeling very upset. How could Red feel better?</i>	<p><b>Friendships - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<i>Red wants to go to his best friend's house, but he needs to cross the road. What can Red do?</i>	<p><b>Road safety - life skill - Communication and Language: Understanding (Early Learning Goal)</b></p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
<i>Red is playing catch the ball with Purple. Purple throws the ball and hits another child. Purple tells the teacher it was Red. What could Red do?</i>	<p><b>Friendships - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<i>Red feels very angry and upset because he has hurt his ankle and isn't able to play in the school football game. How can Red feel better?</i>	<p><b>Anger - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>

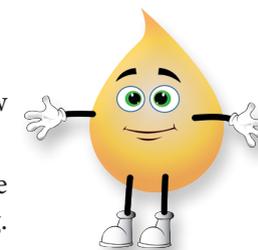
## Resource: Dilemma Drops

Red Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<p><i>Red is outside with a ball, but nobody is playing with Red. What can we do to help?</i></p>	<p><b>Making Friends - Personal, Social, and Emotional development: Making Relationships</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p><i>Red is feeling agitated because it is raining outside and he needs to put his wellies on. Red doesn't like the feel of his welly boots and finds them uncomfortable. What could Red do?</i></p>	<p><b>Sensory needs - Communication and Language: Understanding (Early Learning Goal)</b></p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
<p><i>Red is worried about his wobbly tooth and feels sad and scared about having to go to the dentist. What can Red do to feel better?</i></p>	<p><b>Worry Discussion Card</b></p> <p>Allows children to explore their feelings over when they have experienced pain or worry and to understand it is okay to talk about these things, and how talking may help.</p>
<p><i>Pink called Red stupid because he didn't get anything right in the spelling test. What should Red do?</i></p>	<p><b>Self-esteem Discussion Card</b></p> <p>Allows children to explore their feelings over when they have experienced sadness or frustration and to understand it is okay to talk about these things, and how talking may help.</p>

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As a whole class, in small groups, or individually, children can give their ideas and responses to help each Rainbow Drop. It will be most useful to have someone recording responses as evidence. Rainbow Drop Dilemmas may be used in any order and may be linked to other activities ongoing in the setting.



Yellow Dilemma Drops	
Dilemma	Assessment areas, themes, and possible links
<p><i>Yellow's Mum is pregnant with Yellow's new baby sister. Yellow feels jealous and doesn't want things to change. Who could Yellow talk to?</i></p>	<p><b>Jealousy - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<p><i>Yellow's Dad has a new girlfriend. Yellow feels upset because she thinks his new girlfriend won't like her. What can Yellow do to feel better?</i></p>	<p><b>Jealousy - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<p><i>Yellow has been playing on the school tablet, her favourite thing, all morning. Blue would like a turn but Yellow won't let her. How can we help?</i></p>	<p><b>Sharing - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>
<p><i>Yellow gets very cross with her parents and decides to run away. When she gets a few streets away she worries she is lost. What can she do?</i></p>	<p><b>Worry Discussion Card</b></p> <p>Allows children to explore their feelings over when they have experienced pain or worry and to understand it is okay to talk about these things, and how talking may help.</p>

## Resource: Dilemma Drops

### Yellow Dilemma Drops

Dilemma	Assessment areas, themes, and possible links
<p><i>Yellow keeps hearing Red say mean things to Green. Green feels sad but doesn't say anything to the teacher. What can Yellow do to help?</i></p>	<p><b>Caring for others - Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p><i>Everyone in the class has been asked to work in pairs. Both Blue and Red want to work with Yellow. What could they do?</i></p>	<p><b>Caring for others - Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p><i>Yellow returns to school after a long break. Yellow is worried that her friends will have forgotten her. How can we help?</i></p>	<p><b>New beginnings - Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p><i>Yellow's birthday is on Monday and she is angry because she has to go to school. Who could Yellow talk to?</i></p>	<p><b>Anger - Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 - 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>

## Resource: Storybooks and Animated Storybooks



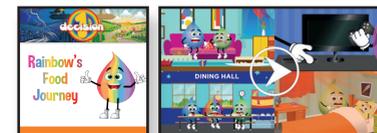
Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Blue Explores Road Safety</b></p> <p>This book focuses on Blue Rainbow Drop, who loves to spend time out and about. She really loves cars, trucks, and vans and would do anything to play on her scooter and bike.</p> <p>This story takes us on a journey as Blue begins to understand the importance of road safety and protective clothing.</p> <p>The story helps to show children how important it is to take care of all elements of their physical and mental health and helps them to understand the world around them.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>30 – 50 Months:</b> Observes the effects of activity on their bodies.</p> <p><b>40 - 60+ Months:</b> Shows understanding for the need for safety when tackling new challenges and considers and manages some risks. Practices some appropriate safety measures without direct supervision.</p> <p><b>Early Learning Goal:</b> Children know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>Early Learning Goal:</b> They work as part of a group or class and understand and follow the rules.</p> <p><b>Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>Early Learning Goal:</b> Children are confident to try new activities and say why they like some activities more than others.</p> <p><b>Understanding the World: Technology</b></p> <p><b>Early Learning Goal:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>You may like to have a range of scooters, trikes and so on in the outdoor environment and provide safety equipment for children to use for these activities. Perhaps extend to include some crossings and children acting as traffic wardens and crossing patrol.</p> <p>You may also find the following information about being road safe useful:</p> <p><a href="https://www.think.gov.uk/education-resources/">https://www.think.gov.uk/education-resources/</a></p> <p><i>This story is linked to the Road Safety Sorting Game.</i></p>
<p><b>Green Gets Glasses</b></p> <p>This book focuses on Green Rainbow Drop and how he is worried about being different when he gets his glasses.</p> <p>Green takes a visit to the opticians to learn more about his eyes and why glasses are important to their health.</p> <p>The story shows children how important it is to take care of all elements of their physical and mental health, and also encourages conversation and play around celebrating individuality.</p>	<p><b>Physical Development: Health and Self Care</b></p> <p><b>40-60+ Months:</b> Shows some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Understanding The World: People and Communities</b></p> <p><b>30 - 50 Months:</b> Knows some of the things that make them unique.</p> <p><b>30 - 50 Months:</b> Shows interest in different occupations and ways of life.</p> <p><b>Early Learning Goal:</b> They know about similarities and differences between themselves and others.</p>	<p>You may like to arrange for an optician to visit the setting.</p> <p><i>This story is linked to the Helpful and Unhelpful Sorting Game.</i></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Green's Greens</b></p> <p>This book focuses on Green Rainbow Drop, who really likes sweets, fizzy drinks, and cake.</p> <p>Green loves eating but wants to find out more about why some foods are described as healthy and some as unhealthy.</p> <p>The story takes us on a journey as Green begins to comprehend the importance of a healthy and balanced diet.</p> <p>The narrative shows children how important it is to take care of all elements of their physical and mental health.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>30 – 50 Months:</b> Can tell adults when hungry or tired or when they want to rest or play.</p> <p><b>40-60+ Months:</b> Eats a healthy range of foodstuffs and understands the need for variety in food.</p> <p><b>Early Learning Goal:</b> Children know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>40 – 60 Months:</b> Beginning to be able to negotiate and solve problems without aggression.</p> <p><b>Personal, Social and Emotional Development: Making Relationships</b></p> <p><b>40 – 60 Months:</b> Explain own knowledge and understanding and asks appropriate questions of others.</p>	<p>You may like to have paper plates on the arts table so that children can cut out pictures of healthy and unhealthy food. They can stick these onto their plates to make a healthy plate.</p> <p>The following information about making healthy choices with food may be useful:</p> <p><a href="http://www.nhs.uk/live-well/eat-well/healthy-food-swaps/">www.nhs.uk/live-well/eat-well/healthy-food-swaps/</a></p> <p><i>This story is linked to the Healthy Eating Sorting Game.</i></p>
<p><b>Pink's Screen Time</b></p> <p>This book focuses on Pink Rainbow Drop, who loves to spend time on his console and his parents' mobile phones. Pink loves his screen time, and would spend all day, every day gaming if he could.</p> <p>This story takes us on a journey as Pink begins to understand the importance of restricting screen time.</p> <p>The story helps to educate children how important it is to take care of all elements of their physical and mental health and that this sometimes includes doing less of a certain activity.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>30 – 50 Months:</b> Can tell adults when hungry or tired or when they want to rest or play.</p> <p><b>40-60+ Months:</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Early Learning Goal:</b> Talk about ways to keep healthy and safe</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>Early Learning Goal:</b> They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p><b>Understanding the World: Technology</b></p> <p><b>Early Learning Goal:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>You may like to set up timers in the computer area so that children can begin to use strategies to self-regulate screen time.</p> <p>Set up the role play area as a home with toy mobiles, tablets and computers with some children acting as parents some as children and discussing limiting screen time or activating 'no power hour' (Of course remembering parents/carers may also need some advice around break from screen).</p> <p>The following information about being safe with regards to screen time may be useful:</p> <p><a href="http://www.internetmatters.org/issues/screen-time/">www.internetmatters.org/issues/screen-time/</a></p> <p><i>This story is linked to the Screen Time Talking Game.</i></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Purple is Poorly</b></p> <p>This book focuses on Purple Rainbow Drop, who does not feel very well today. Purple has got spots all over her body and her throat hurts. The spots are very itchy and she feels really poorly.</p> <p>Purple needs to visit the doctor to find out what is wrong and then to the pharmacist to pick up her prescribed medicine.</p> <p>The narrative shows children how important it is to take care of all elements of their physical and mental health and helps them to understand the world around them.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>30 – 50 Months:</b> Can tell adults when hungry or tired or when they want to rest or play</p> <p><b>Early Learning Goal:</b> Children know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviour</b></p> <p><b>30 – 50 Months:</b> Can usually adapt behaviour to different events, social situations and changes in routine</p> <p><b>Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 -60 months:</b> Confident to speak to others about own needs, wants, interests and opinions</p> <p><b>Understanding the World: People and Communities</b></p> <p><b>30 – 50 months:</b> Shows interest in different occupations and ways of life</p>	<p>Set up the role play as a doctor's surgery or chemist. Provide suitable role play props e.g. stethoscope, play doctors set etc.</p> <p>You may also find it useful to display the people who help us posters in your setting.</p> <p><i>This story is linked to the People Who Help Us Talking game.</i></p>
<p><b>Rainbow's Food Journey</b></p> <p>This is a book about colourful Rainbow Drop, who loves to spend time out and about.</p> <p>Rainbow is fortunate to have friends from a variety of cultural, ethnic, and linguistic backgrounds, and who have a range of delicious meals in their lunchboxes.</p> <p>This story takes us on a culinary journey as Rainbow begins to understand different foods from around the world, and in doing so learns about cultural and regional specificities.</p> <p>The story uses food as a bridge to encourage children to appreciate the wider world around them.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>40-60+ Months:</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>ELG:</b> Children know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 – 60 Months:</b> Explain own knowledge and understanding, and asks appropriate questions of others.</p> <p><b>Early Learning Goal:</b> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p><b>Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>Early Learning Goal:</b> Children are confident to try new activities and say why they like some activities more than others.</p> <p><b>Understanding the World: People and Communities</b></p> <p><b>30 – 50 months:</b> Shows interest in the lives of people who are familiar to them. Can talk about some of the similarities and differences in relation to friends and family.</p> <p><b>40 – 60 Months:</b> Enjoys joining in with family custom and routines.</p> <p><b>Early Learning Goal:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>You may like to have a range of food groups during the week which children can prepare and eat with a range of utensils.</p> <p>The following information about food from around the world may be useful:</p> <p>In the face of rising global obesity, photographer Gregg Segal travelled around the world to ask kids what they eat in one week and then photographed them alongside the food.</p> <p><a href="https://time.com/what-kids-eat-around-the-world-in-one-week/">https://time.com/what-kids-eat-around-the-world-in-one-week/</a></p> <p>You may like to create your own early years photos of food.</p> <p><i>This story is linked to the Food Culture Sorting Game.</i></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Rainbow Visits the Seaside</b></p> <p>This book focuses on Rainbow Drop, who visits the seaside on a lovely, sunny day.</p> <p>Rainbow does not like having sunscreen applied but during the story learns how important it is to your health.</p> <p>Rainbow also learns how important it is to keep hydrated in warm weather and to protect your eyes from the sun.</p> <p>The story demonstrates to children the need to take care of all elements of their physical and mental health.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>22 – 36 Months:</b> Helps with clothing/beginning to be independent in self care.</p> <p><b>40-60+ Months:</b> Practices some appropriate safety measures without direct supervision.</p> <p><b>Early Learning Goal:</b> Talk about ways to keep healthy and safe.</p>	<p>You may like to set up an outdoor beach area (or visit a local lake or beach).</p> <p><i>This story is linked to the Be Safe in the Sun Talking Game.</i></p>
<p><b>Red Visits the Dentist</b></p> <p>This book focuses on Red Rainbow Drop and how it is a normal part of growing up to lose a tooth.</p> <p>Red visits the dentist to learn how to take care of his baby teeth and newly arriving adult teeth.</p> <p>The story shows children how to brush their teeth and supports them in setting up a good oral hygiene routine. It also informs them about the realities of visiting the dentist.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>22—36 Months:</b> Beginning to be independent in self-care, but still often needs adult support.</p> <p><b>40-60+ Months:</b> Shows some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Understanding The World: People and Communities</b></p> <p><b>30—50 Months:</b> Shows interest in different occupations and ways of life.</p>	<p>You may like to arrange for a dentist to visit the setting.</p> <p>Use a large set of teeth and toothbrush in the setting for children to practice brushing.</p> <p>Set up the role play area as a dental surgery.</p> <p>In small groups undertake the <i>Red Visits the Dentist</i> dilemma activity.</p> <p>Complete the 1decision brushing teeth activity, which can be found in the Additional Activities section.</p> <p><i>This story is linked to the Places We May Visit Talking Game.</i></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Yellow Learns About Germs</b></p> <p>This is a book about Yellow Rainbow Drop, who enjoys playing outside, visiting the park, and going on adventures.</p> <p>This story is about how Yellow feels when she must wash her hands to protect her from germs.</p> <p>The story helps to teach children how important it is to take care of all aspects of their physical and mental health.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>40-60+ Months:</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Early Learning Goal:</b> Children know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 – 60 months:</b> Confident to speak to others about own needs, wants interests and opinions.</p>	<p>Provide a number of stories in the reading area around germs and handwashing.</p> <p>Set up the role play as a hand washing station and get the children to complete a guide to hand washing at the writing table.</p> <p>You may also find the following information about health, hygiene and prevention of germs for children useful:</p> <p><a href="https://www.gov.uk/government/news/">https://www.gov.uk/government/news/</a></p> <p><i>This story is linked to the Prevent the Spread of Germs Talking Game.</i></p>
<p><b>Yellow's Bedtime</b></p> <p>This book focuses on Yellow Rainbow Drop, who enjoys spending time with her family.</p> <p>However, Yellow initially doesn't understand why her older siblings get to stay up later than her, and the story focuses on her developing an awareness of why this is the case.</p> <p>The story shows children how important it is to take care of all elements of their physical and mental health, in particular the importance of sleep for wellbeing.</p>	<p><b>Physical Development: Health and Self-care</b></p> <p><b>30 – 50 Months:</b> Can tell adults when hungry or tired or when they want to rest or play.</p> <p><b>40-60+ Months:</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Early Learning Goal:</b> Children know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 – 60 months:</b> Takes steps to resolve conflict with other children e.g. finding compromise.</p> <p><b>Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>40 – 60 months:</b> Confident to speak to others about own needs, wants interests and opinions.</p>	<p>Provide a number of stories in the reading area around sleep and how many things can stop us sleeping e.g. 'Can't you sleep little bear?'.</p> <p>ISBN-10: 1406353035 ISBN-13: 978-1406353037</p> <p>The following information about healthy sleep for children may be useful:</p> <p><a href="https://www.nhs.uk/live-well">https://www.nhs.uk/live-well</a></p> <p><a href="https://www.sleepfoundation.org">https://www.sleepfoundation.org</a></p> <p>1decision provides a range of mindfulness videos which can help promote relaxation and sleep. You may like to use these as a group activity and ask the children to reflect on how they feel before and after the mindfulness time.</p> <p>To find out more about our mindfulness videos, visit page 31.</p> <p><i>This story is linked to the Super Sleep Sorting Game.</i></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Blue's Best Friend</b></p> <p>This book focuses on Blue Rainbow Drop, who loves to spend time with her best friend.</p> <p>The book explores the development of friendship in the EYFS and gives children some strategies for overcoming jealousy as well as how to play with a range of friends.</p>	<p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>30 – 50 Months:</b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b>40 – 60 Months:</b> Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional Development: Self-confidence and Self-awareness</b></p> <p><b>30 – 50 Months:</b></p> <ul style="list-style-type: none"> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing and will communicate freely about own home and community.</li> </ul> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviours</b></p> <p><b>30 – 50 Months:</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise, they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>You may like to set up a friendship bench or friendship stop in your setting and support children to play with anyone who stops at the bench/stop.</p> <p>At the writing or art table, children could be encouraged to draw or write what a good friend looks like.</p> <p><i>This story is linked to the How to Be a Good Friend Sorting Game.</i></p>

## Resource: Storybooks and Animated Storybooks



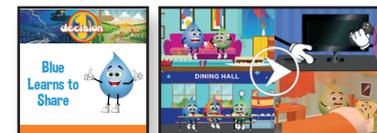
Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Pink Misses Mummy</b></p> <p>This book focuses on Pink Rainbow Drop, who loves to spend time with his family.</p> <p>Pink has just started school and really enjoys it, but he feels very sad when he leaves his mummy in the morning and cries when he sees her outside at home time.</p> <p>This story covers the very common issue of separation anxiety from caregivers that early-years children can experience, and helps other children in the setting to understand the reason why some of their friends cry.</p>	<p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviours</b></p> <p><b>ELG:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Understanding the World: People and Communities</b></p> <p><b>40 – 60 months:</b> Enjoys joining in with family customs and routines.</p> <p><b>Early Learning Goal:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>The 1decision mindfulness videos may be useful for any child struggling with separation anxiety (or any child upset by seeing a friend in tears). These could be used at trigger points e.g. start and end of school day.</p> <p>To find out more about our mindfulness videos, visit page 31.</p> <p>You may also find the following information useful to share with parents or perhaps you could gather further information from the local 0 – 19 nursing team:</p> <p><a href="https://www.helpguide.org/articles/anxiety/">https://www.helpguide.org/articles/anxiety/</a></p> <p><i>This story is linked to the Different Situations Talking Game.</i></p>
<p><b>Red's Hearing Aid</b></p> <p>This book focuses on Red Rainbow Drop and how some children have extra equipment to help them communicate and learn. These aids or prostheses are quite normal. Red, for example, has a hearing aid.</p> <p>However, sometimes children and adults need to understand a little more about such items in order to ensure that they are used correctly and that children are supported appropriately. This way, every child can thrive in the EYFS setting and at home.</p>	<p><b>Personal, Social, and Emotional development: Making Relationships</b></p> <p><b>30 – 50 Months:</b> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>40 – 60 Months:</b> Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional development: Self-confidence and Self-awareness</b></p> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Early Learning Goal:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><i>(continued on the next page)</i></p>	<p>You may like to arrange for the hearing and communication team to visit the setting and speak with the children or perhaps the parents would like to come in and discuss further.</p> <p>Use a model of an ear with a hearing aid in the role play area. Or you could set up the role play area as a hearing test centre.</p> <p>You can find out more about hearing aids, why and how they are used and which types there are at the National Deaf Children's society website:</p> <p><a href="https://www.ndcs.org.uk/">https://www.ndcs.org.uk/</a></p> <p><i>This story is linked to the Supporting Others Sorting Game.</i></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Red's Hearing Aid (continued)</b></p>	<p><b>Personal, Social, and Emotional development: Managing Feelings and Behaviours</b></p> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
<p><b>Why Does Purple Play Differently?</b></p> <p>This book focuses on Purple Rainbow Drop, who is on the autistic spectrum. As a result, she likes to play on her own, does not laugh with the other children, and sometimes hides under the table. She also spends more time in the sensory zone than other children.</p> <p>The story enables children to comprehend that we all have different needs and that some of us have specific requirements that are managed on an individual basis (and in each classroom).</p> <p>This story helps readers to understand why some children may have different rules.</p>	<p><b>Personal, Social and Emotional Development: Making Relationships</b></p> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviours</b></p> <p><b>30 – 50 Months:</b></p> <ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <i>(continued on the next page)</i></li> </ul>	<p>Set up a sensory area in the classroom and let children explore how this makes them feel.</p> <p>You may like to invite an older child with autism to the classroom to discuss how they find being on the autistic spectrum and what helped them in EYFS. Or perhaps raise awareness of autism with other parent and children through holding special events.</p> <p>The National Autistic Society is a great place to get more advice and support:</p> <p><a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a></p> <p><i>This story is linked to the What Can Help? Talking Game.</i></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Why Does Purple Play Differently?</b> (continued)</p>	<p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
<p><b>Blue Learns to Share</b></p> <p>This book focuses on Blue Rainbow Drop. Blue loves to play and likes others to follow the rules that she establishes. Blue gets frustrated when asked to play someone else's game. She often does not understand how her actions affect others.</p> <p>This book reveals Blue's growing awareness of others and shows how she learns to work as a part of a group and adjust her behaviour to meet the rules.</p>	<p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviours</b></p> <p><b>30 – 50 Months:</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Arrange a variety of games for the children to play as a group, in the playground or indoors. Create some simple rules for children to follow, and observe how they follow the rules and work as a group. Checking how behaviour is adapted as appropriate.</p> <p><i>This story is linked to the Learning to Share Sorting Game.</i></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Pink Goes to School</b></p> <p>This book focuses on Pink Rainbow Drop, who loves to spend time with his family.</p> <p>Pink is getting ready to go to school for the first time and feels very worried. What will he eat? Will he make friends? Will he be able to go to the toilet?</p> <p>This book focuses on the range of emotions children may go through before starting school, and it seeks to help them feel more able to make this big life transition.</p> <p>This book may also be used for children moving school or returning to school after an extended break.</p>	<p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>30 – 50 Months:</b> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul> <p><b>Early Learning Goal:</b> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviours</b></p> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Understanding the World: People and Communities</b></p> <p><b>40 – 60 Months:</b> Enjoys joining in with family customs and routines.</p> <p><b>Early Learning Goal:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Personalise and send out the 1decision Parent/Carer school preparation pack for those starting or returning to school to help families prepare their child for this new adventure.</p> <p>This will also help you, the practitioner, be more aware of each child’s needs when starting in the setting.</p> <p><i>This story is linked to the Starting School Talking Game.</i></p>
<p><b>Green Is Moving up a Year</b></p> <p>This book focuses on Green Rainbow Drop. Like the other children in his class, Green is moving up a year. He is worried what will happen in the new class. Will he find the work too hard? Will the teacher be nice? Will he still be with his friends?</p> <p>This book covers all the feelings and emotions that are common at times of change, and it provides some strategies to support transition for young children.</p>	<p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviours</b></p> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Arrange transition sessions as per your local arrangements.</p> <p>The Early Years Alliance offers a good level of support in this and other areas for all children moving on from EYFS.</p> <p><a href="https://www.eyalliance.org.uk">https://www.eyalliance.org.uk</a></p> <p>For those with particular need more specific transition arrangements may be required.</p> <p>Foundation Years offers additional support, which may be used alongside local arrangements.</p> <p><a href="https://www.foundationyears.org.uk">https://www.foundationyears.org.uk</a></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Red Needs the Toilet!</b></p> <p>This book focuses on Red Rainbow Drop, who cannot find the toilet at her new school and, as a result, has an accident.</p> <p>This book explains simple classroom and school routines and helps children to understand that such accidents are not a problem. Furthermore, it supports children in the event of an accident.</p>	<p><b>Physical development: Health and Self-care</b></p> <p><b>30 – 50 months:</b></p> <ul style="list-style-type: none"> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul> <p><b>Early Learning Goal:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Whilst accidents of this type are very common in the EYFS environment, sometimes daytime wetting can become more frequent and additional support may be required.</p> <p>ERIC the children's bowel and bladder charity is a great source of help and advice for parents and schools in this area:</p> <p><a href="https://www.eric.org.uk/causes-of-daytime-wetting">https://www.eric.org.uk/causes-of-daytime-wetting</a></p>
<p><b>Pink Has a New Brother</b></p> <p>This book focuses on Pink Rainbow Drop, who is about to get a new brother. Pink's parents are adopting a child, having already adopted Pink a few years ago.</p> <p>Pink loves the fact that he was specially chosen by his parents, but while he knows that they love him, he is not sure what to think about the new brother. What will he be like? Will his parents love his new brother more? Is it normal to feel this way?</p> <p>This book specifically focuses on a new child joining the family through adoption. It also covers similar feelings and emotions raised by any new addition to a family.</p>	<p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>ELG:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviours</b></p> <p><b>30 – 50 Months:</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Adoption is an area for which there is a wealth of support and advice available. You may like to visit the following sites for further information and supporting materials:</p> <p><a href="https://www.familylives.org.uk/">https://www.familylives.org.uk/</a></p> <p><a href="https://www.adoptionuk.org/">https://www.adoptionuk.org/</a></p> <p><a href="https://corambaaf.org.uk/">https://corambaaf.org.uk/</a></p>

## Resource: Storybooks and Animated Storybooks



Story	Assessment areas, themes, and possible links	Additional activities
<p><b>Yellow Wants to Play With Orange</b></p> <p>This book focuses on Yellow Rainbow Drop as she makes new friends in the EYFS setting.</p> <p>One day a new drop arrives, Orange, who has just moved from another country and doesn't speak the same language. Orange is a very different colour to all the other drops and none of them are sure if they should play with her, except Yellow, who uses her new skills of making friends to help the others understand that colour does not matter.</p>	<p><b>Personal, Social, and Emotional Development: Making Relationships</b></p> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Personal, Social, and Emotional Development: Managing Feelings and Behaviours</b></p> <p><b>30 – 50 Months:</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><b>40 – 60 Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Provide a range of multi-cultural resources around the classroom and monitor the play and use of the resources.</p> <p>There are a wide range of places to get more advice and support for this area. A great place to find more resources is on Instagram and search: <a href="#">@diverse_kids_books</a></p>

## Resource: Talking and Sorting Cards



Story	Talking/Sorting Card
<p><b>Blue Explores Road Safety</b></p>	<p><b>Road Safety Sorting Game (consists of 17 cards +1 instructions card)</b> This game provides an opportunity for children to sort the 'safe' and 'unsafe' photographs into categories, supporting you in assessing the children's' understanding.</p>
<p><b>Green Gets Glasses</b></p>	<p><b>Helpful and Unhelpful Sorting Game (consists of 14 cards +1 instructions card)</b> This game provides an opportunity for children to sort the 'helpful' and 'unhelpful' photographs into categories, supporting you in assessing the children's' understanding.</p>
<p><b>Green's Greens</b></p>	<p><b>Healthy Eating Sorting Game (consists of 16 cards +1 instructions card)</b> This game provides an opportunity for children to sort the photographs into categories. 'we can have this often' and 'we can have this on special occasions', supporting you in assessing the children's' understanding.</p>
<p><b>Yellow's Bedtime</b></p>	<p><b>Super Sleep Sorting Game (consists of 14 cards +1 instructions card)</b> This game provides an opportunity for children to sort the 'sleepy' and 'wide awake' photographs into categories, supporting you in assessing the children's' understanding.</p>
<p><b>Blue Learns to Share</b></p>	<p><b>Learning to Share Sorting Game (consists of 14 cards +1 instructions card)</b> This game provides an opportunity for children to sort the photographs into categories. 'this is sharing' and 'this is not sharing', supporting you in assessing the children's' understanding.</p>
<p><b>Rainbow's Food Journey</b></p>	<p><b>Food Culture Sorting Game (consists of 24 cards +1 instructions card)</b> The game consists of a range of foods from around the world and a set of cards with photos of utensils (including hands) which may be used to eat the foods with. The children match the foods to the utensils to show understanding.</p>
<p><b>Red's Hearing Aid</b></p>	<p><b>Supporting Others Sorting Game (consists of 14 cards +1 instructions card)</b> This game provides an opportunity for children to sort the 'helpful' and 'unhelpful' action photographs into categories, supporting you in assessing the children's' understanding and helping children to support each other.</p>
<p><b>Blue's Best Friend</b></p>	<p><b>How to Be a Good Friend Sorting Game (consists of 14 cards +1 instructions card)</b> This game provides an opportunity for children to sort the 'friendly' and 'unfriendly' photographs into categories, supporting you in assessing the children's' understanding.</p>

## Resource: Talking and Sorting Cards



Story	Talking/Sorting Card
<p><b>Yellow Learns About Germs</b></p>	<p><b>Prevent the Spread of Germs Talking Game (consists of 12 cards +1 instructions card)</b> The game consists of 12 photographs which contain pictures of situations where germs may spread e.g. person sneezing. Children can then decide what action to take to help prevent the spread of germs. Supporting you in assessing children's understanding.</p>
<p><b>Red Visits the Dentist</b></p>	<p><b>Places We May Visit Talking Game (consists of 14 cards +1 instructions card)</b> Individually, in pairs or as a whole class, share the range of places children may need to visit. Children can express their feelings or experiences about visiting those places, now or in the future. This will help evidence how children show interest in different occupations but will also help them understand more about their feelings and how they can express them.</p>
<p><b>Rainbow Visits the Seaside</b></p>	<p><b>Be Safe in the Sun Talking Game (consists of 12 cards +1 instructions card)</b> Individually, in pairs or as a whole class, share the items which can be help children stay safe and cool in the hot weather. Supporting children in staying safe and assessing their understanding.</p>
<p><b>Pink Misses Mummy</b></p>	<p><b>Different Situations Talking Game (consists of 12 cards +1 instructions card)</b> Individually, in pairs or as a whole class, share the different situations that children may find themselves in, now or in the future. Ask the children how they may feel, who they can ask for help, and how they can manage their behaviour.</p>
<p><b>Purple is Poorly</b></p>	<p><b>People Who Help Us Talking Game (consists of 18 cards +1 instructions card)</b> Individually, in pairs or as a whole class, show the children the photographs of people who help us. Ask them to identify who those people are and what they do to help us or our community. Supporting you in assessing children's understanding.</p>
<p><b>Why Does Purple Play Differently?</b></p>	<p><b>What Can Help? Talking Game (consists of 12 cards +1 instructions card)</b> Individually, in pairs or as a whole class, show the children the photographs of a range of strategies which may help a child on the autistic spectrum. Ask them to identify if the action or item may help. You may extend the activity by asking them to explain why. This game may also be useful to use with a child on the autistic spectrum.</p>
<p><b>Pink's Screen Time</b></p>	<p><b>Screen Time Talking Game (consists of 12 cards +1 instructions card)</b> Individually, in pairs or as a whole class, show the children the photographs of healthy and unhealthy screen use. Ask them to identify what makes these actions healthy or unhealthy, and why. Supporting you in assessing children's understanding.</p>
<p><b>Pink Goes to School</b></p>	<p><b>Starting School Talking Game (consists of 12 cards +1 instructions card)</b> Individually, in pairs or as a whole class, show the children the photographs of the objects and scenarios children may experience in school (you may liked to personalise these with photos of your own setting). The children can talk about what they look forward to and what actions or objects may worry them, and why. Supporting you in assessing children's understanding.</p>

## Resource: Mindfulness Videos

Good mental health is important to all of us and our mindfulness videos have been specially created to support young children.

These videos take children on a journey through a short mindfulness story and can be used throughout the school day within the setting or alternatively, as an activity to be used in a sensory area for children requiring support with relaxing.



Managing Worry



Getting to know your body



Managing Anger



Being Kind



Magic Cloud



Enchanted Forest



Flower Breath



Butterfly Meadow

## Useful Links

Please find below a list of the links and resources which have been referenced throughout this document.

- <https://www.think.gov.uk/education-resources/>
- <https://www.nhs.uk/live-well/eat-well/healthy-food-swaps/>
- <https://time.com/what-kids-eat-around-the-world-in-one-week/>
- <https://www.internetmatters.org/issues/screen-time/>
- <https://www.cancerresearchuk.org/about-cancer/causes-of-cancer/sun-uv-and-cancer>
- <https://www.gov.uk/government/news/teach-children-simple-hygiene-to-help-curb-infections>
- <https://www.nhs.uk/live-well/sleep-and-tiredness/healthy-sleep-tips-for-children/>
- <https://www.sleepfoundation.org/articles/children-and-sleep>
- <https://www.helpguide.org/articles/anxiety/separation-anxiety-and-separation-anxiety-disorder.htm>
- <https://www.ndcs.org.uk>
- <https://www.autism.org.uk/>
- [https://www.instagram.com/diverse\\_kids\\_books/?hl=en](https://www.instagram.com/diverse_kids_books/?hl=en) (@diverse\_kids\_books - Instagram)
- <https://www.eric.org.uk/causes-of-daytime-wetting>
- <https://www.familylives.org.uk/>
- <https://www.adoptionuk.org/>
- <https://corambaaf.org.uk/>
- <https://www.eyalliance.org.uk/how-can-we-make-transition-between-eyfs-and-year-1-easier>
- <https://www.foundationyears.org.uk/files/2015/06/Section-10-Transitions.pdf>



## Teacher's Notes

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[www.1decision.co.uk](http://www.1decision.co.uk)