

1Decision - HHPS Module Overview – September 2023

Modules	Keeping & Staying Safe	Keeping & Staying Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Our World	Hazard Watch	Fire Safety
Year 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water spillage	Jealously	Online bullying	Growing in our world	Is it safe to eat or drink?	Hoax calling
Year 2	Tying shoelaces	Healthy eating	Bullying	Practise makes perfect	Worry	Image sharing	Living in our world		Is it safe to play with?
		Brushing teeth	Body language	Helping someone in need	Anger	Computer safety	Working in our world	Texting whilst driving	
Year 3	Staying safe	Medicine	Touch	Stealing	Grief	Making friends online	Looking after our world	Summative Assessment	Visit the fire station
	Leaning out of windows	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment		Summative Assessment
	Summative Assessment								

Modules	Keeping & Staying Safe	Keeping & Staying Healthy	Growing & Changing	Being Responsible	Feelings & Emotions	Computer Safety	The Working World	A World Without Judgement	First Aid
Year 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle safety	Healthy living	Appropriate touch (relationships)	Coming home on time	Jealousy	Online bullying	Chores at home	Breaking down barriers	First Aid
Year 5	Peer Pressure	Smoking	Inclusion & acceptance	Looking out for others	Anger	Image sharing	Enterprise	Puberty	First Aid
Year 6	Water safety	Alcohol	Sex Education including conception	Stealing	Worry	Making friends	In-app purchases	British values	First Aid
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

EYFS Framework Coverage

Communication and Language ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 40x Read-to-me Storybooks	All 40x Animated Storybooks	All 8x Sorting Card Games	All 8x Talking Card Games	All 8x Mindfulness & 4x Mini Yoga Videos
-----------------------	-------------------------------	-----------------------------	---------------------------	---------------------------	--

- *Make comments about what they have heard and ask questions to clarify their understanding;*

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 40x Read-to-me Storybooks	All 40x Animated Storybooks	All 8x Sorting Card Games	All 8x Talking Card Games	All 8x Mindfulness & 4x Mini Yoga Videos
-----------------------	-------------------------------	-----------------------------	---------------------------	---------------------------	--

- *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 8x Sorting Card Games	All 8x Talking Card Games
-----------------------	---------------------------	---------------------------

Communication and Language ELG: Speaking

Children at the expected level of development will:

- *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;*

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 8x Sorting Card Games	All 8x Talking Card Games
-----------------------	---------------------------	---------------------------

- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;*

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 40x Read-to-me Storybooks	All 40x Animated Storybooks	All 8x Sorting Card Games	All 8x Talking Card Games
-----------------------	-------------------------------	-----------------------------	---------------------------	---------------------------

- *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 8x Sorting Card Games	All 8x Talking Card Games
-----------------------	---------------------------	---------------------------

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development will:

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;*

By using the following resources, early years practitioners can assess children against this goal.

Orange Feels Worried	Why Does Purple Play Differently?	Orange Moves House	Yellow Wants to Play With Orange	Rainbow Feels Angry	Pink Has a New Brother
Orange Sleeps Over	Purple's Pet Bird	Pink's Screen Time	Pink Goes to School	Blue's Best Friend	Blue Learns to Share
Pink Misses Mummy	Green is Moving up a Year	Red Needs the Toilet	Blue Gets Lost	Pink Feels Sad	Blue's Indoor Voice
Purple the Passenger	Rainbow Helps Out at Home	Orange Helps Out	Green Gets Glasses	Orange Brushes Her Teeth	Red's Hearing Aid
Yellow's Bedtime	Red's Nut Allergy	How Do You Feel Today?			

- *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;*

By using the following resources, early years practitioners can assess children against this goal.

My Goal

- *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions*

By using the following resources, early years practitioners can assess children against this goal.

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development will:

- *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;*

By using the following resources, early years practitioners can assess children against this goal.

Rainbow Feels Angry	Rainbow's Food Journey	Green is Moving up a Year	Blue Learns to Share	Red Goes Swimming	Orange Sleeps Over
Yellow Wants to Play with Orange	Yellow Goes on Holiday	Rainbow Helps Out at Home	Pink Misses Mummy	Pink Goes to School	Pink Misses Mummy
Pink Goes to School	Red Visits the Dentist	All 8x Mindfulness & 4x Mini Yoga Videos			

- *Explain the reasons for rules, know right from wrong and try to behave accordingly;*

By using the following resources, early years practitioners can assess children against this goal.

Blue's Indoor Voice	Yellow Play Fights	Blue Explores Road Safety	Yellow's Bedtime	Blue Learns to Share	Yellow Learns About Germs
Pink Goes to School	Blue Explores Road Safety	Green's Greens	Yellow's Bedtime	Blue Learns to Share	Red's Hearing Aid
Blue's Best Friend					

- *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices*

By using the following resources, early years practitioners can assess children against this goal.

Green's Greens	Red Needs the Toilet	Yellow Learns About Germs	Red Visits the Dentist	Orange Brushes Her Teeth	I Can Wash My Hands
I Can Brush My Teeth	Green's Greens	Red Needs the Toilet	Yellow Learns About Germs	Healthy Dinner	

Personal, Social and Emotional Development ELG: Building Relationships

Children at the expected level of development will:

- **Work and play cooperatively and take turns with others;**

By using the following resources, early years practitioners can assess children against this goal.

Rainbow Feels Angry	Blue's Best Friend	Blue Learns to Share	Yellow Wants to Play with Orange	Orange Helps Out	Rainbow Helps Out at Home
Blue Learns to Share	Blue's Best Friend				

- **Form positive attachments to adults and friendships with peers;**

By using the following resources, early years practitioners can assess children against this goal.

Yellow Wants to Play With Orange	Pink Misses Mummy	Blue's Best Friend	Blue Learns to Share	Orange Helps Out	Blue Learns to Share
Blue's Best Friend					

- **Show sensitivity to their own and to others' needs**

By using the following resources, early years practitioners can assess children against this goal.

Blue's Indoor Voice	Green Gets Glasses	Red's Hearing Aid	Why Does Purple Play Differently?	Pink Feels Sad	Pink Misses Mummy
Red's Nut Allergy	Green Gets Glasses	Red's Hearing Aid	Why Does Purple Play Differently?		

Physical Development ELG: Fine Motor Skills

Children at the expected level of development will:

- **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;**

By using the following resources, early years practitioners can assess children against this goal.

I Can Draw a Butterfly	I Can Draw a Cupcake	I Can Draw a Flower	I Can Draw a House	I Can Draw a Pencil	I Can Draw a Rocket
I Can Draw the Sun	I Can Draw Myself	Rainbow Foods	Healthy Dinner		

- **Use a range of small tools, including scissors, paint brushes and cutlery;**

By using the following resources, early years practitioners can assess children against this goal.

Today's Weather	The Season Is...	Getting Dressed
-----------------	------------------	-----------------

- **Begin to show accuracy and care when drawing.**

By using the following resources, early years practitioners can assess children against this goal.

I Can Draw a Butterfly	I Can Draw a Cupcake	I Can Draw a Flower	I Can Draw a House	I Can Draw a Pencil	I Can Draw a Rocket
I Can Draw the Sun	I Can Draw Myself	Rainbow Foods	Healthy Dinner		

Physical Development ELG: Gross Motor Skills

Children at the expected level of development will:

- **Negotiate space and obstacles safely, with consideration for themselves and others;**

By using the following resources, early years practitioners can assess children against this goal.

Meadow Journey Mini Yoga	Ocean Journey Mini Yoga	Forest Journey Mini Yoga	Cloud Journey Mini Yoga
--------------------------	-------------------------	--------------------------	-------------------------

- **Demonstrate strength, balance and coordination when playing;**

By using the following resources, early years practitioners can assess children against this goal.

Meadow Journey Mini Yoga	Ocean Journey Mini Yoga	Forest Journey Mini Yoga	Cloud Journey Mini Yoga
--------------------------	-------------------------	--------------------------	-------------------------

- **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**

By using the following resources, early years practitioners can assess children against this goal.

Meadow Journey Mini Yoga	Ocean Journey Mini Yoga	Forest Journey Mini Yoga	Cloud Journey Mini Yoga
--------------------------	-------------------------	--------------------------	-------------------------

Literacy ELG: Comprehension

Children at the expected level of development will:

- **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;**

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 40x Read-to-me Storybooks	All 40x Animated Storybooks
-----------------------	-------------------------------	-----------------------------

- **Anticipate – where appropriate – key events in stories;**

By using the following resources, early years practitioners can assess children against this goal.

All 40x Read-to-me Storybooks	All 40x Animated Storybooks
-------------------------------	-----------------------------

- **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

By using the following resources, early years practitioners can assess children against this goal.

All 40x Read-to-me Storybooks	All 40x Animated Storybooks
-------------------------------	-----------------------------

Literacy ELG: Word Reading

Children at the expected level of development will:

- *Say a sound for each letter in the alphabet and at least 10 digraphs;*

By using the following resources, early years practitioners can assess children against this goal.

- *Read words consistent with their phonic knowledge by sound-blending;*

By using the following resources, early years practitioners can assess children against this goal.

All 40x Read-to-me
Storybooks

All Flashcards

- *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*

By using the following resources, early years practitioners can assess children against this goal.

All 40x Read-to-me
Storybooks

Understanding the World ELG: Past and Present

Children at the expected level of development will:

- *Talk about the lives of the people around them and their roles in society;*

By using the following resources, early years practitioners can assess children against this goal.

Purple is Poorly

Red Visits the Dentist

Blue Gets Lost

Green Stays in Hospital

Green Gets Glasses

Purple is Poorly

- *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;*

By using the following resources, early years practitioners can assess children against this goal.

All 52x
Dilemma Drops

All 40x Read-to-me
Storybooks

All 40x
Animated Storybooks

Red Visits the Dentist

- *Understand the past through settings, characters and events encountered in books read in class and storytelling.*

By using the following resources, early years practitioners can assess children against this goal.

All 52x
Dilemma Drops

All 40x Read-to-me
Storybooks

All 40x
Animated Storybooks

Understanding the World ELG: People, Culture and Communities

Children at the expected level of development will:

- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;*

By using the following resources, early years practitioners can assess children against this goal.

Where is Rainbow drop?

Where is Blue drop?

Where is Orange drop?

Where is Green drop?

Where is Pink drop?

Where is Red drop?

Where is Yellow drop?

Where is Purple drop?

- *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;*

By using the following resources, early years practitioners can assess children against this goal.

Rainbow's Food Journey

Yellow Wants to
Play with Orange

Rainbow's Food Journey

- *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.*

By using the following resources, early years practitioners can assess children against this goal.

Rainbow's Food Journey

Rainbow's Food Journey