



# Early Years Overview

**Resource Overview and Statutory Framework Mapping Document**

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Find out more about our new parent/  
carer app on page 16!



# Introduction

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*

*The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.” - Department for Education’s Statutory framework for the early years foundation stage (March 2021).*

## The 1decision Early Years Portal

Our Early Years portal has been created to support ‘in the moment’ planning and does not provide individual or suggested lessons. The choice of when and how to use the 1decision EYFS content is down to the discretion of each setting. If you have any further questions about the content, please contact us at [info@1decision.co.uk](mailto:info@1decision.co.uk).

The resources are suitable for children aged 3-5, but may also be suitable for older children, particularly those with SEN.

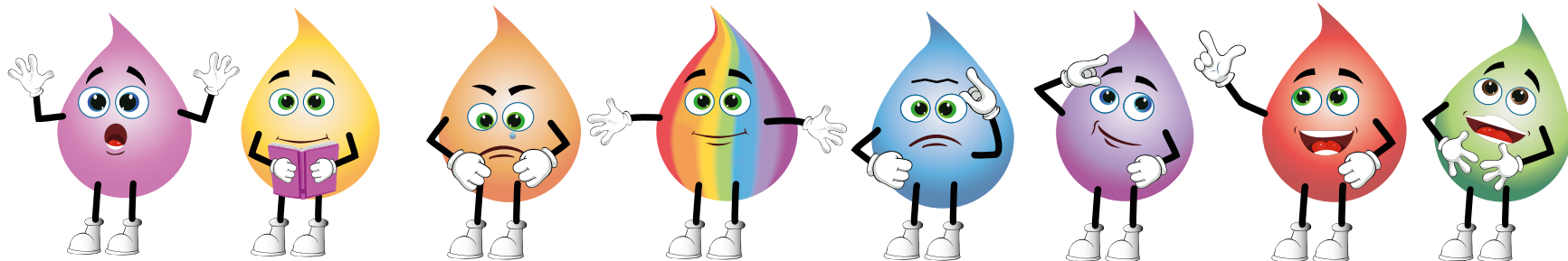
As you work through this document, you will be able to view which resources support your students in reaching many of the Early Learning Goals (ELGs). Please note, we are continually adding resources.



## Meet the Rainbow Drops!

Students are guided through our Early Years resources by our colourful Rainbow Drop characters. Throughout these resources, the Rainbow Drops will go on many adventures and learn a lot about the wider world that they live in.

If you would like the children to become more familiar with the characters you can use the posters and resources from within the portal to display around your setting, for example using the characters to display the role play, or reading areas. 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.

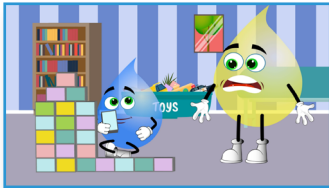
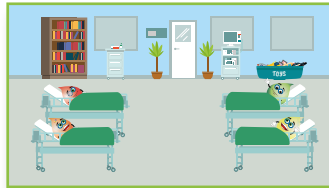

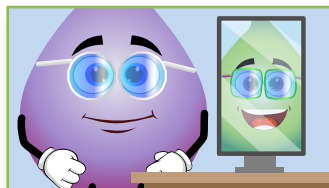


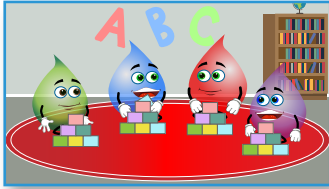


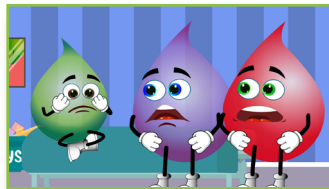


# Resource Overview

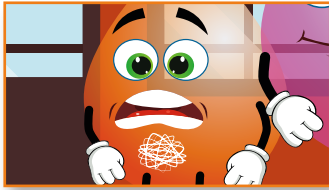
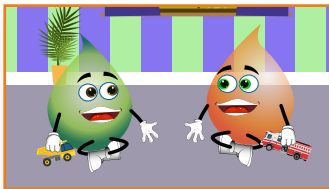

<h2>Read-to-Me Storybooks</h2>	<p>To support little learners further we have re-invented our storybooks. Children can now read along, learning valuable vocabulary to help their personal, social and emotional development (PSED).</p> <p>An Early Years subscription currently offers 40 online storybooks but we are continually working to create more. As these are produced, they will be added to the portal and mapping document automatically. All books focus on real life scenarios within school, home, and the community e.g. a child getting glasses for the first time or learning about how all families are special and unique.</p> <p><i>To see which Read-to-Me Storybooks are included within our Early Years Portal, please see pages 6-9.</i></p>
<h2>Animated Storybooks</h2>	<p>Our 40 delightful, high quality animations bring the EYFS read-to-me storybooks to life. These are short animations all with a specific theme linked to real life scenarios that children may face now, or in the future.</p> <p>Following the animations, children may explore the themes further by using the read-to-me storybooks, associated talking and sorting cards, and suggested extension activities. New animations will automatically be added to the portal.</p> <p><i>To see which Animated Storybooks are included within our Early Years Portal, please see pages 6-9.</i></p>
<h2>Dilemma Drops</h2>	<p>This fantastic high-quality pack of 52 on-screen cards/pdfs are central to development of personal, social, and emotional education (PSED) in the EYFS setting.</p> <p>On each card/pdf, a Rainbow Drop will be faced with a dilemma. As a whole class, in small groups, or individually, children can give their ideas and respond on how to help find a solution to the dilemma. Children may wish to act out the dilemma or develop this further in role play. This distanced style approach supports children in learning the skills and vocabulary to support decision making, may they face a similar dilemma now, or in the future.</p> <p><i>To see which Dilemma Drops are included within our Early Years Portal, please see pages 10-16.</i></p>
<h2>Sorting Cards</h2>	<p>Our sorting cards games are an additional resource which provide key workers with the opportunity to work in small groups, or one to one, to assess children's understanding of an area covered within a read-to-me storybook or animation.</p> <p>Although linked to a storybook/animation, the sorting card games can also be used as a standalone resource. You will see many more sorting card games added to the portal during the 2021/22 academic year.</p> <p><i>To see which Sorting Card Games are included within our Early Years Portal, please see page 17.</i></p>

<h2>Talking Cards</h2>	<p>Our talking card games are an additional resource which provide keyworkers with the opportunity to work in small groups, or one to one, to assess children's understanding of an area covered within a read-to-me storybook or animation. Although linked to a storybook/animation, the talking card games can also be used as a standalone resource. You will see many more talking card games added to the portal during the 2021/22 academic year.</p> <p><i>To see which Talking Card Games are included within our Early Years Portal, please see page 18.</i></p>
<h2>Mindfulness and Mini Yoga Videos</h2>	<p>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.</p> <p>Following the success of our mindfulness videos, we have recently added four mini yoga classes. Please note, children require supervision when taking part in these classes - please see the portal for further details. Support your students' well-being and invite them into our magical enchanted world of mini yoga.</p> <p><i>To see which Mindfulness and Mini Yoga videos are included within our Early Years Portal, please see pages 19-20.</i></p>
<h2>Flash Cards</h2>	<p>Already hosting over 200 flashcards, we are continuing to add these to our portal. If you have any additional words you would like to see, please get in touch and our team will add them for your convenience.</p> <p><i>To see which Flash Cards are included within our Early Years Portal, please see page 21.</i></p>
<h2>Extra Activities</h2>	<p>Within the Extra Activities area, you will find a wealth of additional and useful resources. For example, a comprehensive new parent/carer pack to be given out to new parents/carers before their child begins at the setting, animated timers, activity worksheets, and much more.</p> <p><i>To see which Extra Activities are included within our Early Years Portal, please see page 22.</i></p>
<h2>Posters</h2>	<p>To support EYFS settings, we have designed a range of posters. These range from Rainbow Drops signposting children to different areas of the provision, to hand washing posters, and more. These posters will aid children in their independence and will support them in becoming familiar with the Rainbow Drop characters.</p> <p><i>To see which Posters are included within our Early Years Portal, please see page 22.</i></p>

## Resource: Animated Storybooks and Read-to-Me Storybooks

	<p><b>Blue's Indoor Voice</b></p> <p>During this story, Blue learns why it can be important to take time to consider the needs of others. Particularly, her older sibling who works nights.</p>		<p><b>Green Stays in Hospital</b></p> <p>Oh no! Green has fallen from a tree and broken his arm. During this story, Green feels anxious because he has to stay overnight in hospital. Green meets some new friends along the way.</p>
	<p><b>Blue's Explores Road Safety</b></p> <p>Blue has had an accident on her scooter and needs to visit the hospital. Whilst she is there, she finds out more about road safety and how to keep safe.</p>		<p><b>Green Gets Glasses</b></p> <p>Green has been getting headaches. After a visit to the optician, he arrives at school with new glasses. At first he is worried but his kind friends help him overcome this feeling.</p>
	<p><b>Blue's Best Friend</b></p> <p>Blue and Purple are best friends. One day, Blue arrives at the playground to find Purple playing with Pink. She feels very jealous. Through this story, Blue will find out how to manage this feeling.</p>		<p><b>Green's Greens</b></p> <p>It's Green's birthday and he is having a party. Green eats lots of cakes and sweet treats but then starts to feel sick. During this story, Green learns about healthy and unhealthy food.</p>
	<p><b>Blue Learns to Share</b></p> <p>Blue loves her friends and enjoys leading their games. One day, Blue's friends want to play a different game. During this story, Blue learns how to play fairly.</p>		<p><b>Green is Moving up a Year</b></p> <p>It's moving up day and Green is feeling scared and worried. During this story, Green's friends support him to feel more positive about his new class.</p>
	<p><b>Blue Gets Lost</b></p> <p>Blue is in the supermarket with her Mum. Suddenly, she gets lost. In this story, Blue looks at what actions she should take to find her Mum in a public place.</p>		<p><b>Green's Daddy Moves Out</b></p> <p>Green's Mummy and Daddy have decided to live in separate houses. During this story, Green learns that even though Mummy and Daddy live separately, they still love him very much.</p>

## Resource: Animated Storybooks and Read-to-Me Storybooks

	<p><b>Orange Feels Worried</b></p> <p>Orange has a worry; she can feel it in her tummy. During this story, Orange learns how speaking about her worry can help her manage and even overcome this feeling.</p>		<p><b>Purple's Pet Bird</b></p> <p>Purple's Pet Bird, Rico, has been feeling poorly. Sadly, Rico passes away. Purple, together with her family, work through her feelings. They create a lovely memory box and share great memories together.</p>
	<p><b>Orange Moves House</b></p> <p>Orange and Green are best friends. They live next door to each other. One day, Orange learns that she will be moving. How will the drops stay friends?</p>		<p><b>Purple is Poorly</b></p> <p>Purple has chicken pox. During this story, Daddy and Purple will visit the doctor's surgery and the pharmacy on her journey to feeling better.</p>
	<p><b>Orange Sleeps Over</b></p> <p>Orange is having a sleepover. During the evening, she becomes very upset because Green sleeps with the light off. During the story, Orange learns how to share her feelings with a trusted adult.</p>		<p><b>Purple Watches the News</b></p> <p>Purple's Mummy is watching the news. Overhearing one of the stories, Purple starts to feel upset. During this story, Purple shares her feelings and Mummy helps her to feel better.</p>
	<p><b>Orange Helps Out</b></p> <p>After Red helps Orange with her painting, Orange gets the chance to help Red. They both get gold stars for kind and helpful behaviour.</p>		<p><b>Purple the Passenger</b></p> <p>Purple and Mummy are travelling in the car to visit Grandad. During this story, Purple learns that she needs to behave and not distract a driver when they are driving.</p>
	<p><b>Orange Brushes Her Teeth</b></p> <p>Orange doesn't like brushing her teeth. During this story, she will find out more about why it is important that she takes the time to brush her teeth in the morning and at night.</p>		<p><b>Why Does Purple Play Differently?</b></p> <p>Purple is autistic. During this story, the teacher, Mr Hart, helps the other drops understand why Purple is allowed her special toy on the carpet.</p>









	<p><b>Yellow Play Fights</b></p> <p>Yellow and her siblings are play fighting. During this story, the Drops learn how irresponsible behaviour can cause an injury.</p>		<p><b>Rainbow Feels Angry</b></p> <p>Rainbow is playing a game with Purple at the childminder's house. Rainbow keeps losing and starts to feel very angry. How will Rainbow manage this feeling of anger?</p>
	<p><b>Yellow Learns About Germs</b></p> <p>During this story, Yellow learns about how germs can transfer from one Drop to another, and how to prevent germs from spreading.</p>		<p><b>Rainbow's Food Journey</b></p> <p>It is International Week at Rainbow's school and they are learning about traditional meals from different countries around the world.</p>
	<p><b>Yellow's Bedtime</b></p> <p>During this story, Yellow is upset because she doesn't want to go to bed before her brothers. Yellow soon learns why it is necessary for her to have a different bedtime to her older siblings.</p>		<p><b>Rainbow Visits the Seaside</b></p> <p>Rainbow is visiting the seaside with their Grandparents. During this story, Rainbow will learn about how to stay safe in the sun.</p>
	<p><b>Yellow Wants to Play With Orange</b></p> <p>Yellow and her friends are at school when a new Drop arrives. They have never seen an Orange drop before and she speaks a different language. How can the Drops make friends with Orange?</p>		<p><b>Rainbow Helps at Home</b></p> <p>Rainbow is learning how to contribute at home, by washing up and helping with the recycling. Will Rainbow discover why it is important to help?</p>
	<p><b>Yellow Goes on Holiday</b></p> <p>Yellow and her family are going on holiday. It is the first time Yellow has been on an airplane and she is feeling very scared. How will Yellow manage her feelings?</p>		<p><b>Rainbow's Day Out</b></p> <p>Rainbow is out in the countryside with Grandad and Grandma. Whilst they are out in nature, they learn more about the environment.</p>



## Resource: Animated Storybooks and Read-to-Me Storybooks

	<p><b>Pink's Screen Time</b></p> <p>Pink loves to play computer games. During this story, he will find out more about the importance of managing screen time.</p>		<p><b>Red Visits the Dentist</b></p> <p>Red is losing a baby tooth. When it's time for his regular check up at the dentist, he worries about what the dentist might say.</p>
	<p><b>Pink Goes to School</b></p> <p>Pink is worried about starting school. During this story, Pink will visit his new school, making friends along the way.</p>		<p><b>Red's Hearing Aid</b></p> <p>Red has a hearing aid. During this story, her friends find out more about why she has this aid and the ways in which they can support her further.</p>
	<p><b>Pink Misses Mummy</b></p> <p>Pink is suffering with separation anxiety. During this story, Pink will get support from his teacher and friends, which helps him to feel more settled at school.</p>		<p><b>Red Needs the Toilet</b></p> <p>Red is on the playground when suddenly, she needs the toilet. What can she do? Who can help her find her way back to the toilets in the school building?</p>
	<p><b>Pink Has a New Brother</b></p> <p>Pink's adoptive parents are going to be adopting a new child. Pink is worried that his parents will love his new brother more than him. Will Pink's feelings change when his new brother arrives?</p>		<p><b>Red's Nut Allergy</b></p> <p>Red has a nut allergy. During this story, the other Drops find out more about allergies and how they can support Red, and ensure that he does not come into contact with nuts at school.</p>
	<p><b>Pink Feels Sad</b></p> <p>Pink feels sad but doesn't know why. During this story, Pink learns that by trying to talk about his feelings, it can help him to feel much better.</p>		<p><b>Red Goes Swimming</b></p> <p>Red is going swimming for the first time. He feels very worried because he has not been in a swimming pool before. Daddy helps him overcome this feeling and he has a great time.</p>







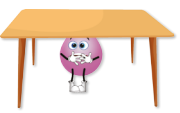

# Resource: Dilemma Drops

<p><b>Dilemma Drops</b></p> <p>Blue has lost her parents at the shopping centre and is really scared.</p> <p>What should Blue do?</p> 	<h2>Blue at the Shopping Centre</h2> <p><i>Blue has lost her parents at the shopping centre and is really scared. What should Blue do?</i></p>	<p><b>Dilemma Drops</b></p> <p>Blue feels sad because her parents had an argument over the weekend. Dad has gone to stay at Grandma's.</p> <p>Who can Blue talk to about this?</p> 	<h2>Blue Feels Sad</h2> <p><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>
<p><b>Dilemma Drops</b></p> <p>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.</p> <p>What could Blue do?</p> 	<h2>Blue Bakes Cakes</h2> <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>	<p><b>Dilemma Drops</b></p> <p>Blue has forgotten her packed lunch from home. She has never had a school dinner before and she is worried she will not like it.</p> <p>What can Blue do?</p> 	<h2>Blue Has Forgotten Her Lunch</h2> <p><i>Blue has forgotten her packed lunch from home. She has never had a school dinner before and she is worried she will not like it. What can Blue do?</i></p>
<p><b>Dilemma Drops</b></p> <p>Blue feels jealous because Purple has made a new friend and is spending lots of time with him.</p> <p>What could Blue do to feel better?</p> 	<h2>Blue Feels Jealous</h2> <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>	<p><b>Dilemma Drops</b></p> <p>Blue is staying over at her friend's house for the first time and is worried about being somewhere different overnight.</p> <p>What could Blue do to feel better?</p> 	<h2>Blue's Sleepover</h2> <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>
<p><b>Dilemma Drops</b></p> <p>Blue is playing tennis in the park. The ball flies out of the park and into the road.</p> <p>What should Blue do?</p> 	<h2>Blue Plays Tennis</h2> <p><i>Blue is playing tennis in the park. The ball flies out of the park and into the road. What could Blue do?</i></p>	<p><b>Dilemma Drops</b></p> <p>Red and Yellow are playing together. Blue would like to join them but isn't sure how to play the game.</p> <p>What could Blue do?</p> 	<h2>Blue Wants to Play a Game</h2> <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>









## Resource: Dilemma Drops

<p><b>Dilemma Drops</b></p> <p>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.</p> <p>How can Green feel better?</p> 	<p><b>Green's Brothers Game</b></p> <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>Dilemma Drops</b></p> <p>Green is wearing his new glasses for the first time at school. He is worried what his classmates might think.</p> <p>What can Green do to feel better?</p> 	<p><b>Green's Glasses</b></p> <p><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>
<p><b>Dilemma Drops</b></p> <p>Green is lining up in the playground after lunch. Blue kicks him from behind. Green shouts at Blue and then they both get in trouble.</p> <p>What can Green do?</p> 	<p><b>Green Is Lining Up</b></p> <p><i>Green is lining up in the playground after lunch. Blue kicks him from behind. Green shouts at Blue and then they both get in trouble. What can Green do?</i></p>	<p><b>Dilemma Drops</b></p> <p>Green has forgotten his PE kit and is worried about telling the teacher.</p> <p>What should Green do?</p> 	<p><b>Green's PE Kit</b></p> <p><i>Green has forgotten his PE kit and is worried about telling the teacher. What should Green do?</i></p>
<p><b>Dilemma Drops</b></p> <p>Green's Daddy has had to go away this week for work. Green is feeling very sad about this.</p> <p>How can Green feel better?</p> 	<p><b>Green's Daddy</b></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>Dilemma Drops</b></p> <p>Green likes to play with the children in year three as Green's sister is in that class.</p> <p>Why should Green also play with the children in his class?</p> 	<p><b>Green's Playtime</b></p> <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>
<p><b>Dilemma Drops</b></p> <p>Green would like to join a dance class but is worried about meeting new people.</p> <p>What could Green do to feel more confident?</p> 	<p><b>Green's Dance Class</b></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>Dilemma Drops</b></p> <p>Green is confused because Pink wears headphones in loud and busy environments.</p> <p>How can we help Green understand?</p> 	<p><b>Green's Understanding</b></p> <p><i>Green is confused because Pink wears headphones in loud and busy environments. How can we help Green understand?</i></p>









## Resource: Dilemma Drops

<p><b>Dilemma Drops</b></p> <p>Pink feels upset because his friend receives pocket money every week and he does not.</p> <p>How could Pink feel better?</p> 	<p><b>Pink and Pocket Money</b></p> <p><i>Pink feels upset because his friend receives pocket money every week and he does not. How could Pink feel better?</i></p>	<p><b>Dilemma Drops</b></p> <p>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.</p> <p>How can Pink calm down?</p> 	<p><b>Pink's Computer Game</b></p> <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>Dilemma Drops</b></p> <p>Pink is at the park with his parents and his friends. A woman approaches Pink and asks for help as her dog is missing.</p> <p>What should Pink do?</p> 	<p><b>Pink at the Park</b></p> <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>	<p><b>Dilemma Drops</b></p> <p>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.</p> <p>What can Pink do?</p> 	<p><b>Pink's New Classmate</b></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>Dilemma Drops</b></p> <p>Pink is feeling worried because his Mum is in hospital and he has to stay with his Grandma.</p> <p>How could Pink feel better?</p> 	<p><b>Pink Feels Worried</b></p> <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>	<p><b>Dilemma Drops</b></p> <p>Pink keeps crying because his pet fish has died. Pink really misses his fish and he doesn't know who to talk to.</p> <p>Who can Pink talk to?</p> 	<p><b>Pink's Pet Fish</b></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. Who can Pink talk to?</i></p>
<p><b>Dilemma Drops</b></p> <p>Pink has to get changed for PE. He finds getting changed really hard and has hidden under the table.</p> <p>What could Pink do?</p> 	<p><b>Pink Gets Changed</b></p> <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>	<p><b>Dilemma Drops</b></p> <p>Pink is going on a school trip to the museum but is worried about the journey because he gets travel sick.</p> <p>Who could Pink talk to?</p> 	<p><b>Pink's Travel Sickness</b></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>


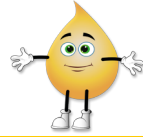






## Resource: Dilemma Drops

<p><b>Dilemma Drops</b></p> <p>Purple doesn't feel well today and is worried about telling her parents in case she has to go to the doctors.</p> <p>What should Purple do?</p> 	<p><b>Purple Feels Poorly</b></p> <p><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>	<p><b>Dilemma Drops</b></p> <p>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.</p> <p>Who could Purple talk to?</p> 	<p><b>Purple Is Upset</b></p> <p><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>
<p><b>Dilemma Drops</b></p> <p>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.</p> <p>Who could Purple talk to?</p> 	<p><b>Purple's Best Friend</b></p> <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>	<p><b>Dilemma Drops</b></p> <p>Purple drew a picture for her Mum at lunchtime, but someone has scribbled all over it.</p> <p>What can Purple do?</p> 	<p><b>Purple's Picture</b></p> <p><i>Purple drew a picture for her Mum at lunchtime, but someone has scribbled all over it. What can Purple do?</i></p>
<p><b>Dilemma Drops</b></p> <p>Purple feels left out because she did not get invited to Green's birthday party.</p> <p>What could we do to help?</p> 	<p><b>Purple Feels Left Out</b></p> <p><i>Purple feels left out because she did not get invited to Green's birthday party. What could we do to help?</i></p>	<p><b>Dilemma Drops</b></p> <p>Purple accidentally ripped a page out of one of the school's books. Purple is very worried that she will get into trouble.</p> <p>What could Purple do?</p> 	<p><b>Purple's School Book</b></p> <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>
<p><b>Dilemma Drops</b></p> <p>Purple wants to wash her hands but is too little to reach the sink.</p> <p>What could we do to help?</p> 	<p><b>Purple's Hand Wash</b></p> <p><i>Purple wants to wash her hands but is too little to reach the sink. What could we do to help?</i></p>	<p><b>Dilemma Drops</b></p> <p>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.</p> <p>What could Purple do?</p> 	<p><b>Purple's Sports Day</b></p> <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>





## Resource: Dilemma Drops

<p><b>Dilemma Drops</b></p> <p>Red has fallen out with his brother and has come to school feeling very upset.</p> <p>How could Red feel better?</p> 	<p><b>Red Is Upset</b></p> <p><i>Red has fallen out with his brother and has come to school feeling very upset. How could Red feel better?</i></p>	<p><b>Dilemma Drops</b></p> <p>Red is feeling agitated because it is raining outside and she needs to put her wellies on. Red doesn't like the feel of her welly boots and finds them uncomfortable.</p> <p>What could Red do?</p> 	<p><b>Red and His Wellies</b></p> <p><i>Red is feeling agitated because it is raining outside and she needs to put her wellies on. Red doesn't like the feel of her welly boots and finds them uncomfortable. What could Red do?</i></p>
<p><b>Dilemma Drops</b></p> <p>Red wants to go to her best friend's house, but she needs to cross the road.</p> <p>What can Red do?</p> 	<p><b>Red Needs to Cross the Road</b></p> <p><i>Red wants to go to her best friend's house, but she needs to cross the road. What can Red do?</i></p>	<p><b>Dilemma Drops</b></p> <p>Red is worried about her wobbly tooth and feels sad and scared about having to go to the dentist.</p> <p>What can Red do to feel better?</p> 	<p><b>Red Has a Wobbly Tooth</b></p> <p><i>Red is worried about her 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>Dilemma Drops</b></p> <p>Red is playing catch the ball with Purple. Purple throws the ball and hits another child. Purple tells the teacher it was Red.</p> <p>What could Red do?</p> 	<p><b>Red Plays Ball</b></p> <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>	<p><b>Dilemma Drops</b></p> <p>Pink called Red stupid because he didn't get anything right in the spelling test.</p> <p>What should Red do?</p> 	<p><b>Red's Spelling Test</b></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>Dilemma Drops</b></p> <p>Red feels very angry and upset because she has hurt her ankle and isn't able to play in the school football game.</p> <p>How can Red feel better?</p> 	<p><b>Red Has Hurt His Ankle</b></p> <p><i>Red feels very angry and upset because she has hurt her ankle and isn't able to play in the school football game. How can Red feel better?</i></p>	<p><b>Dilemma Drops</b></p> <p>Red is outside with a ball, but nobody is playing with Red.</p> <p>What can we do to help?</p> 	<p><b>Red's Playtime</b></p> <p><i>Red is outside with a ball, but nobody is playing with Red. What can we do to help?</i></p>

## Resource: Dilemma Drops

<p><b>Dilemma Drops</b></p> <p>Yellow keeps hearing Red say mean things to Green. Green feels sad but doesn't say anything to the teacher.</p> <p>What can Yellow do to help?</p> 	<p><b>Yellow Wants to Help Green</b></p> <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>Dilemma Drops</b></p> <p>Yellow's Mum is pregnant with Yellow's new baby sister. Yellow feels jealous and doesn't want things to change.</p> <p>Who could Yellow talk to?</p> 	<p><b>Yellow's New Sister</b></p> <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>Dilemma Drops</b></p> <p>Everyone in the class has been asked to work in pairs. Both Blue and Red want to work with Yellow.</p> <p>What could they do?</p> 	<p><b>Yellow Is Working in Pairs</b></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>Dilemma Drops</b></p> <p>Yellow has been playing on the school tablet all morning. Blue would like a turn but Yellow won't let her.</p> <p>What should Yellow do?</p> 	<p><b>Yellow Will Not Share</b></p> <p><i>Yellow has been playing on the school tablet all morning. Blue would like a turn but Yellow won't let her. What should Yellow do?</i></p>
<p><b>Dilemma Drops</b></p> <p>Yellow returns to school after a long break. Yellow is worried that her friends will have forgotten her.</p> <p>Who can Yellow talk to?</p> 	<p><b>Yellow Returns to School</b></p> <p><i>Yellow returns to school after a long break. Yellow is worried that her friends will have forgotten her. Who can Yellow talk to?</i></p>	<p><b>Dilemma Drops</b></p> <p>Yellow gets very cross with her parents and decides to run off. When she gets a few streets away she worries she is lost.</p> <p>What can she do?</p> 	<p><b>Yellow Gets Cross</b></p> <p><i>Yellow gets very cross with her parents and decides to run off. When she gets a few streets away she worries she is lost. What can she do?</i></p>
<p><b>Dilemma Drops</b></p> <p>Yellow's birthday is on Monday and she is angry because she has to go to school.</p> <p>Who could Yellow talk to?</p> 	<p><b>It is Yellow's Birthday</b></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>Dilemma Drops</b></p> <p>Yellow's Dad has a new girlfriend. Yellow feels upset because she thinks his new girlfriend won't like her.</p> <p>What can Yellow do to feel better?</p> 	<p><b>Yellow's Dad Has a New Girlfriend</b></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>

## Resource: Dilemma Drops

<p><b>Dilemma Drops</b></p> <p>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.</p> <p>What advice could we give Rainbow?</p> 	<h3>Rainbow Is Moving House</h3>	<p><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>	<p><b>Dilemma Drops</b></p> <p>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.</p> <p>How could Rainbow feel less worried?</p> 	<h3>Rainbow Is Going to the Zoo</h3>	<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>
<p><b>Dilemma Drops</b></p> <p>Rainbow loves to dance. Rainbow does not like carpet time, as the Drops have to sit still for too long.</p> <p>How can Rainbow get better at sitting?</p> 	<h3>Rainbow Loves to Dance</h3>	<p><i>Rainbow loves to dance. Rainbow does not like carpet time, as the Drops have to sit still for too long. How can Rainbow get better at sitting?</i></p>	<p><b>Dilemma Drops</b></p> <p>Everyone loves Rainbow and they all want to play with Rainbow at lunch.</p> <p>Can Rainbow always play with everyone?</p> 	<h3>Rainbow Wants to Play</h3>	<p><i>Everyone loves Rainbow and they all want to play with Rainbow at lunch. Can Rainbow always play with everyone?</i></p>

## Are your students RainbowSmart at home?

RainbowSmart is a new app from the creators of the 1decision resources. This app has been created for the parents and carers of children who are engaging with the 1decision early years resources at school.

## How can this help your school?

This app allows you the opportunity to invite parents/carers to continue classroom learning at home.








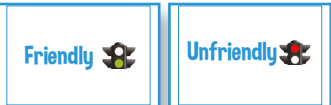


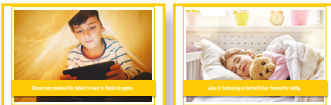



*For example: if during a session you have been teaching your students about Blue's Indoor Voice, parents/carers can log in to the app and re-visit the story or animation with their children to reinforce the learning at home.*





## Resource: Sorting Cards





Reminder: All sorting cards are linked to a story animation/read-to-me storybook.

 	<h3>Blue Explores Road Safety</h3> <p>This game consists of 15 photographs and two cards/pdfs that say 'Safe' and 'Unsafe'.</p> <p>Early Years Practitioners should explain the situation on each card/pdf and allow students to decide if the action is safe or unsafe.</p> <p><i>Linked to the Blue Explores Road Safety storybook/animation.</i></p>	 	<h3>Green Gets Glasses</h3> <p>This game consists of 12 photographs and two cards/pdfs that say 'Helpful' and 'Unhelpful'.</p> <p>Early Years Practitioners should explore the different types of aids that are available to support those with a disability or impairment. Students can decide if the aid is helpful or unhelpful based on the suggestion.</p> <p><i>Linked to the Green Gets Glasses storybook/animation.</i></p>
 	<h3>Blue Learns to Share</h3> <p>This game consists of 12 photographs and two cards/pdfs that say 'This is sharing' and 'This is not sharing'.</p> <p>Early Years Practitioners should explain the situation on each card/pdf and allow students to decide if the action is an example of sharing or not sharing.</p> <p><i>Linked to the Blue Learns to Share storybook/animation.</i></p>	 	<h3>Green's Greens</h3> <p>This game consists of 14 photographs and two cards/pdfs that say 'We can have this often' and 'We can have this on special occasions'.</p> <p>Early Years Practitioners should share the photograph cards/pdfs and ask the students to decide which category they fall into.</p> <p><i>Linked to the Green's Greens storybook/animation.</i></p>
 	<h3>Blue's Best Friend</h3> <p>This game consists of 12 photographs and two cards/pdfs that say 'Friendly' and 'Unfriendly'.</p> <p>Early Years Practitioners should explain the situation on each card/pdf and allow students to decide if the action is friendly or unfriendly.</p> <p><i>Linked to the Blue's Best Friend storybook/animation.</i></p>	 	<h3>Yellow's Bedtime</h3> <p>This game consists of 12 photographs and two cards/pdfs that say 'Sleepy' and 'Wide Awake'.</p> <p>Early Years Practitioners should explain the situation on each card/pdf and allow students to decide if the action can help children to feel sleepy or whether it will make them feel wide awake.</p> <p><i>Linked to the Yellow's Bedtime storybook/animation.</i></p>
	<h3>Rainbow's Food Journey</h3> <p>This game consists of a range of foods from around the world and a set of utensil photocard/pdfs (including hands), which may be used to eat the foods. The children match the foods to the utensils in order to demonstrate their understanding.</p> <p><i>Linked to the Rainbow's Food Journey storybook/animation.</i></p>	 	<h3>Red's Hearing Aid</h3> <p>This game consists of 12 photographs and two cards/pdfs that say 'Helpful' and 'Unhelpful'.</p> <p>Early Years Practitioners should explain the situation on each card/pdf and allow students to decide if the action is helpful or unhelpful.</p> <p><i>Linked to the Red's Hearing Aid storybook/animation.</i></p>

	<p><b>Yellow Learns About Germs</b></p> <p>This game consists of 12 photographs that show a range of situations where germs may spread.</p> <p>Early Years Practitioners should explain the situation on each photograph and allow students to decide if the action prevents or promotes the spread of germs.</p> <p><i>Linked to the Yellow Learns About Germs storybook/animation.</i></p>		<p><b>Pink's Screen Time</b></p> <p>This game consists of 12 photographs that show a range of different ways we can use technology.</p> <p>Early Years Practitioners should explain the situation on each photograph and allow students to decide whether it is a healthy or unhealthy use of technology.</p> <p><i>Linked to the Pink's Screen Time storybook/animation.</i></p>
	<p><b>Red Visits the Dentist</b></p> <p>This game consists of 14 photographs that show different places that children may visit now or in the future.</p> <p>Early Years Practitioners can show pupils the photographs and ask them to express their feelings or experiences about visiting these places in the past, now or in the future.</p> <p><i>Linked to the Red Visits the Dentist storybook/animation.</i></p>		<p><b>Pink Goes to School</b></p> <p>This game consists of 12 photographs that show objects or scenarios that children may experience at school.</p> <p>In small groups, show pupils the photographs and ask the children to talk about what they look forward to or what may worry them.</p> <p><i>Linked to the Pink Goes to School storybook/animation.</i></p>
	<p><b>Rainbow Visits the Seaside</b></p> <p>This game consists of 12 photographs that show different items or objects that can help to keep us cool or safe in hot weather.</p> <p>In small groups, show pupils the photographs and ask them to identify the items and explain how they may help.</p> <p><i>Linked to the Rainbow Visits the Seaside storybook/animation.</i></p>		<p><b>Purple is Poorly</b></p> <p>This game consists of 18 photographs that show different people who may help us.</p> <p>In small groups, show pupils the photographs and ask them to identify who the people are and what they do for our community.</p> <p><i>Linked to the Purple is Poorly storybook/animation.</i></p>
	<p><b>Pink Misses Mummy</b></p> <p>This game consists of 12 photographs that show different situations a child may find themselves in, now or in the future.</p> <p>In small groups, show pupils the photographs and ask them how they may feel in this situation, how they can manage their feelings, or who they can ask for help.</p> <p><i>Linked to the Pink Misses Mummy storybook/animation.</i></p>		<p><b>Why Does Purple Play Differently?</b></p> <p>This game consists of 12 photographs that show items, actions, or situations that may or may not help a child on the autistic spectrum.</p> <p>In small groups, show pupils the photographs and ask them if the item, action, or situation may help.</p> <p><i>Linked to the Why Does Purple Play Differently? storybook/animation.</i></p>

## Resource: Mindfulness Videos

	<p><b>Managing Anger</b></p> <p>This mindfulness video explores the feeling of anger and how to manage this feeling positively. Children can engage with the video individually or within a group, sitting in a chair.</p>		<p><b>Magic Cloud</b></p> <p>This mindfulness video takes children on a journey through the clouds. Children can engage with the video individually or within a group, either sitting or laying down.</p>
	<p><b>Managing Worry</b></p> <p>This mindfulness video explores the feeling of worry and how to manage this feeling positively. Children can engage with the video individually or within a group, sitting in a chair.</p>		<p><b>Flower Breath</b></p> <p>This mindfulness video supports children in learning to breathe from the diaphragm. Children will need to engage with this activity whilst sitting and watching the screen.</p>
	<p><b>Being Kind</b></p> <p>This mindfulness video explores the concept of being kind. Children can engage with the video individually or within a group, sitting in a chair.</p>		<p><b>Enchanted Forest</b></p> <p>This mindfulness video takes children on a journey through the enchanted forest. Children can engage with the video individually or within a group, either sitting or laying down.</p>
	<p><b>Getting to Know Your Body</b></p> <p>This mindfulness video provides an opportunity for students to get to get to know their bodies. Children can engage with the video individually or within a group, sitting in a chair.</p>		<p><b>Butterfly Meadow</b></p> <p>This mindfulness video takes children on a journey through the butterfly meadow. Children can engage with the video individually or within a group, either sitting or laying down.</p>

	<p><b>Meadow Journey</b></p> <p>This mini yoga video takes children on an adventure through the meadow. Children will need to be supervised and provided with adequate space to complete the yoga session.</p>		<p><b>Forest Journey</b></p> <p>This mini yoga video takes children on an adventure through the forest. Children will need to be supervised and provided with adequate space to complete the yoga session.</p>
	<p><b>Ocean Journey</b></p> <p>This mini yoga video takes children on an adventure across the ocean. Children will need to be supervised and provided with adequate space to complete the yoga session.</p>		<p><b>Cloud Journey</b></p> <p>This mini yoga video takes children on an adventure through the clouds. Children will need to be supervised and provided with adequate space to complete the yoga session.</p>

## Have you visited the 1decision shop?





From books and games, to video downloads and sticker sheets, our online store has everything you need to create and deliver the most effective early years lessons, which help your little learners to reach the early years goals easier than ever before!

Please note: we will be adding more content at the start of the 2021/22 academic year.

**Visit the 1decision store today!**

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



 <p>airplane</p>	<p><b>A-G</b> Words include: <i>Adult, Airplane, Ankle, Baby, Bed, Bee, Calf, Caterpillar, Clown, Duck, Doctor, Dog, Ear, Elephant, Eight, Family, Fork, Four, Green, Gift, Goose, and many more.</i></p>
 <p>heart</p>	<p><b>H-N</b> Words include: <i>Hand, Hat, Horse, Ice, Iguana, Island, Jacket, Jam, Jeans, Kangaroo, Knee, Koala, Ladder, Lamb, Laptop, Magnet, Mail, Mop, Neck, Noodles, Newspaper, and many more.</i></p>
 <p>onion</p>	<p><b>O-U</b> Words include: <i>Octopus, One, Onion, Paint, Paper, Parrot, Queen, Quilt, Question Mark, Rabbit, Raisins, Rose, Sandals, Sandwich, Socks, Table, Turtle, Twelve, Umbrella, Uniform, and many more.</i></p>
 <p>zebra</p>	<p><b>V-Z</b> Words include: <i>Violin, Volcano, Vest, Wallet, Wasp, Watermelon, X-ray, Xylophone, Yellow, Yarn, Yolk, Zebra, Zip, and many more.</i></p>



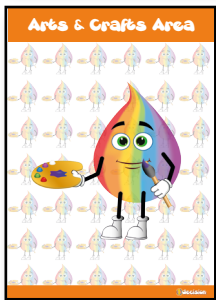
### Parent/Carer Pack

Our informative parent/carers pack can be given out to new parents/carers before their child begins at your setting. The activities in this pack will help you find out more about your little learners.



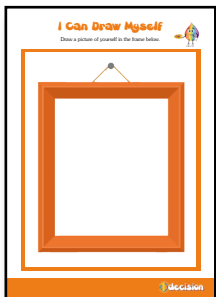
### Rainbow Drop Timers

Included within the EYFS portal are three timers: 2 minutes, 5 minutes, and 10 minutes. These are a great addition to any classroom setting.



### Posters

To support EYFS settings we have designed a range of posters. These range from Rainbow Drops signposting children to different areas of the provision, to hand washing posters, and more. These will aid children in their independence and will support them in becoming familiar with the Rainbow Drop characters.



### Activity Worksheets

We also provide a selection of additional activity worksheets for your students. Activities include: *Counting Fruits*, *My School Day*, *My Family*, *I Can Draw Myself*, and many more.

*You will find many of these activity worksheets mentioned in the mapping document (pages 24-40), and will support you in assessing children's development against many of the new early learning goals.*

# The 1decision Resources against the EYFS Framework

This document looks at how the 1decision resources are mapped against the new statutory framework for the early years foundation stage.

Throughout this document, you will be able to see how the 1decision resources link to each individual early learning goal.

Please note, our resources have been created to support 'in the moment' planning and do not provide individual or suggested lessons. The choice of when and how to use the 1decision EYFS content is down to the discretion of each setting.

To support you in locating where each of the areas fit, we have created an easy-to-follow guide which includes all seven areas of the ELG guidance, starting on page 24.

Below you will see each of the 1decision resource types highlighted in a coloured key, which will help you locate the resources easily.

Please note, by using the following resources, early practitioners can assess children against the new early learning goal requirements. However, they may not completely fulfil the requirements and expectations for every child. We have left space in the mapping document for you to add additional resources which you may like to use, to further support each requirement.



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



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:

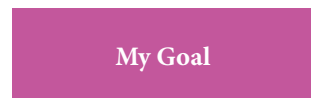
- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;*

*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.*



- *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.*

All 52x Dilemma Drops	All 8x Sorting Card Games	All 8x Talking Card Games	All 8x Mindfulness & 4x Mini Yoga Videos
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## 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	

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: 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

## 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

## 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



## Literacy ELG: Writing

Children at the expected level of development will:

- *Write recognisable letters, most of which are correctly formed;*

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

- *Spell words by identifying sounds in them and representing the sounds with a letter or letters;*

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

- *Write simple phrases and sentences that can be read by others*

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

## Mathematics ELG: Number

Children at the expected level of development will:

- *Have a deep understanding of number to 10, including the composition of each number;*

*Not currently covered within the 1decision EYFS resources.*

- *Subitise (recognise quantities without counting) up to 5;*

*Not currently covered within the 1decision EYFS resources.*

- *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.*

*Not currently covered within the 1decision EYFS resources.*

**Mathematics** ELG: Numerical Patterns

Children at the expected level of development will:

- *Verbally count beyond 20, recognising the pattern of the counting system;*

*Not currently covered within the 1decision EYFS resources.*

- *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;*

*Not currently covered within the 1decision EYFS resources.*

- *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*

*Not currently covered within the 1decision EYFS resources.*

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.*



- *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.*



- *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.*



## 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

Children at the expected level of development will:

- *Explore the natural world around them, making observations and drawing pictures of animals and plants;*

*Not currently covered within the 1decision EYFS resources.*

- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;*

*Not currently covered within the 1decision EYFS resources.*

- *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*

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

Today's Weather

The Season Is...

Children at the expected level of development will:

- *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;*

*Not currently covered within the 1decision EYFS resources.*

- *Share their creations, explaining the process they have used;*

*Not currently covered within the 1decision EYFS resources.*

- *Make use of props and materials when role playing characters in narratives and stories.*

*Not currently covered within the 1decision EYFS resources.*

Children at the expected level of development will:

- *Invent, adapt and recount narratives and stories with peers and their teacher;*

*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

- *Sing a range of well-known nursery rhymes and songs;*

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

- *Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.*

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





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