

Little Eaton Primary School: Personal, Social and Emotional Development Reception - Long Term Plan

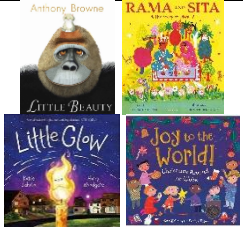
Statutory Guidance from the EYFS Framework for PSED:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/Interests	Starting School Autumn Family People who help us Teddy bears Zones of Regulation	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali Zones of Regulation	Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch Zones of Regulation	Growing up - babies, generations Health inc. oral health Spring Easter Zones of Regulation	Life Cycles - butterflies, frogs, owls Local Area Gardening Animals and their Babies Zones of Regulation	Summer Hot environments Looking after Our Environment Mermaids / Pirates Seaside
Celebrations & Experiences	Class rules and routines Starting School, , Autumn, Black History Month	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, , Easter	National Storytelling Week Tiger Tea Party Explore Little Eaton Fitness Week/Sports Day	Father's Day , Sports Day, Transition, Assessment Chatsworth Visit
Suggested Texts						
The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.	In Y1-6 children continue to build on their personal, social and emotional skills developed in the Early Years Foundation Stage. Children will develop a further understanding of being special, being a part of the class, being responsible for themselves including possible consequences and rewards for their actions. They will learn about friendships, making new friends and look further into what bullying is and what to do if they suspect someone is being bullied. They will continue to develop their knowledge of the world and the different people in it and celebrating these differences. Children will build on their knowledge of keeping healthy, making healthy life choices, how to be clean and keep clean as well as how to stay safe including road safety.					

Personal, Social and Emotional Development - Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Expressing Feelings (Self-Regulation) Intent Vocabulary Implementation	Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. Feelings, emotions, happy, sad, angry, good, bad. Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school. Zones of Regulation	Show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others. Happy, sad, angry, upset, cry, nice, problem, feeling, emotions. Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.	Show pride in achievements by showing work to others. Understand how to take time to help with big feelings. Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.	Make choices and communicate what they need. Name people in school they can turn to if they help or are worried. Choice, explain, say, worry, sad, help. Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.	Initiate an apology where appropriate. Beginning to know that others may apologise in different ways to them. Sorry, upset, sad, accident, help. Adults modelling apologies and explaining to children when an apology is necessary.	Understand some strategies to deal with anger and frustration. Identify and moderate own feelings. Negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn. Adults providing children with a range of strategies to deal with anger and other emotions.
Managing behaviour (Self-Regulation) Intent Vocabulary Implementation	Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important. Upset, sad, feeling, emotion, rules, safety.	Begin to take turns and share resources. Tolerates delay when needs are not immediately met. Sharing, taking turns, my turn, your turn, patience, waiting. Adults modelling sharing, adults	Understand the behavioural expectations of my school. Rules, following, behaviour (language related to the behaviours policy) Behaviour expectations are consistently shared with the class.	Understand why listening is important and attend to other people both familiar and unfamiliar. Listening, waiting, trusted adults, friend, friendship, safe, safety. Adults to model and explain why we listen	Follows instructions, requests, and ideas in a range of situations. Listening, rules, following, safety (language relating to the behaviour policy) Adults giving children clear instructions in a range of situations to follow.	Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress. Independence, getting on, planning, changing, keeping on trying, reflecting,

	Adults supporting children who are upset. School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.	supporting children to share.		and why it is important. Stories shared around listening.		Challenges available to the class. A wide selection of provision available for children to choose between. Adults prompting children to explain their progress in their play.
Self-awareness, keeping healthy (Managing Self) Intent Vocabulary Implementation	Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour. Like, dislike, rules, listening, safe, behaviour. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.	Talks about what they are doing and why. Why, explain, language linked to provision and prior learning. Prompts to discuss what they are doing and give a reason why.	Takes pride in themselves, work, and achievements. Explains right from wrong and try to behave accordingly. Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong.	Happy to stand up in front of the class and share achievements with others. Know and talk about the different factors that support their overall health and wellbeing Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.	Talk about their own abilities positively. Happy, good, like, proud, I can, better. Children given time to talk to adults or as a 'show and tell' to explain their achievements.	See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms. Individual, me, my, I can, happy, good, like, better. Discussions with adults on their achievements in Reception and how they have progressed since joining school.
Independence (Managing Self) Intent Vocabulary Implementation	Independently organises themselves in the morning e.g., book-bag in box, coat on peg, water bottle in tray, name card on tree. Manages their own personal hygiene e.g., toileting. Follows 1 step instructions. Get, book bag, water bottle, pack-up,	Independently chooses areas they would like to play in or resources they would like to use. Says when they need help. With some support can get dressed and undressed for PE sessions. Follows instructions with 2 parts.	Independently manages their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Talks about healthy and unhealthy foods.	Manages personal needs such as dressing and undressing. Begin to show persistence when faced with challenges. Knows how to be a safe pedestrian. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening.	Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road	Seeks out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy. Challenge, harder, next level, healthy, food groups, fats, proteins,

	timetable, toilet, wiping, listening. Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as “Get your bag”.	Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next. Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.	Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food. Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.	Children being asked to independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.	safety. Follows directions with 3 parts Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that. Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.	carbohydrates, dairy, food names, physical activity, P.E, work out. Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.
Collaboration (Managing Self) Intent Vocabulary Implementation	Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards. Play, join in, please, work together, friends, rules, behaviour policy specific vocabulary. Children playing adult guided games with each other so they can be introduced and learn names, Children taught the class rules and expectations.	Begin to share and take turns. Share, my turn, your turn, fair, behaviour policy specific vocabulary. Adults modelling how to share and take turns. Children prompted to share and take turns with each other.	Consider the listener and takes turns to listen and speak in different contexts. Identify kindness and considerate behaviour of others. Friend, peer, class, speak, listen, my turn, your turn, kind, nice. Adults modelling back and forth conversation. Discussions around kindness and what it is to be kind, books shared based on kindness.	Knows it is important to work together to look after our classroom resources and our school grounds. Keeps play going by cooperating, listening, speaking, and explaining. Reflect on the work of others and self-evaluate their own work. Friend, work together, take care, look after, play, talk, explain, like, dislike, review, why. Children prompted to follow the class rules, children given lots of opportunities to play, adults modelling reflecting on their own work and others work and prompting children to do this too.	Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources. Safe, tools, fingers, care, silly, sensible. Reminders on how to transport tools safely.	Takes account of the ideas of others about how to organise and activity. Shows sensitivity to others’ needs and feelings. Listen, why, what, when, next, sad, happy, feel better, play. Lots of discussions and stories around feelings and other’s needs.

Social skills (Building Relationships) Intent Vocabulary Implementation	Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children. Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.	Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help. Friend, class, teachers, help, please, talk, conversation. Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.	Seek others to share activities and experiences. Talk, friends, friend names, play, classroom area names. Children provided with lots of opportunities to play with others and make friends with other children.	Use language to negotiate, play and organise. I think, because, why, when, please, turns, next, shall we, pretend. Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.	Considerate the needs of others, beginning to respect a different point of view and work together in collaboration. Do you, like, dislike, your turn, my turn, minutes, shall we. Stories around considering others, prompts to share, collaborate with other children if necessary.	Resolves conflict and is able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. Your turn, my turn, you can have it, share, sad, happy, friend. Stories around conflict, responsibility, individuality and needs of others.
Communication (Building Relationships) Intent Vocabulary Implementation	All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. Teacher, peer, friends, class, nicely, turn taking, having a go. Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too. Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use. Adults will model positive engagements.					