




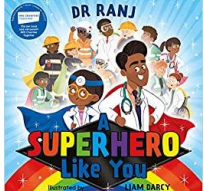


Personal, Social and Emotional Development			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<p>All About Me</p> <ul style="list-style-type: none"> Children will be given time to settle and feel confident in a new setting. As part of this, children will understand how to access provision and learn daily routines using the visual timetable. Zones of regulation will be used to discuss feelings – their own and others – and how to respond when others feel differently. Children will learn about red and green choices and how red choices can make other children feel hurt and upset. Children will develop as a class, classroom rules and understand why they are important for everyone. Strategies for managing conflict and being assertive will be taught to ensure healthy friendships are built. Core texts will be used to help the children see themselves and others as valuable individuals with strengths that they can learn from. Similarities and differences between each other will be discussed. Opportunities for children to share in their play will be provided and adults will model these skills to ensure constructive, respectful and 	<p>Celebrations</p> <ul style="list-style-type: none"> Children will learn to identify what sort of behaviour is acceptable and right and what to do if you witness or experience bullying through Anti-Bullying Week. Throughout the provision and adult modelling, children will further build on constructive and respectful relationships considering how others feel when different things happen. Children will start to develop their self-regulation skills and will recognise when their behaviour causes others upset and how to rebuild these relationships. Children will work with others, extending and elaborating on one another's play ideas. This combined play will cement relationships further and allow all individuals to become a valued member of the community. Children will continue to develop resilience and perseverance in the face of challenge. They will be encouraged to go back to difficult tasks and appreciate the feeling of pride when something works. Adults will model how to value the 	<p>Traditional Tales</p> <ul style="list-style-type: none"> Children will continue to use the resources in the calm corner as a way to self-regulate their emotions and express their feelings. Though the characters in the core texts, children will learn how to identify emotions and consider the feelings of others. Through creative activities, children will develop their confidence to try new activities and show independence, resilience and perseverance in the face of challenge. They will also learn to work collaboratively in group art activities. Through provision, children will develop their ability to play collaboratively and take turns with others. During mental health week, children will learn a range of strategies to regulate their own emotions and then will be able to support their peers when they are feeling the range of emotions in school. Children will continue to build relationships with one another, working and playing co-operatively and establishing routines for turn taking. 	<p>Animals</p> <ul style="list-style-type: none"> Children will further develop their confidence to try new things, for example petting a live animal or painting on the art table. Their independence will be praised during provision, for example when they create something that they wanted to create or chose an activity that their friend didn't want to do. With the use of the Zones of Regulation and Calm Corners, children will further develop their identification and understanding of a multitude of feelings and emotions. Through the core text characters, children will discuss how to be kind to others and how to recognise kindness from others. Perseverance will be nurtured through the task of completing their challenge passports by collecting all the stamps for that week. Mistakes will be celebrated and used as an opportunity for reflection and learning. From this perspective, children will be able to build on their resilience and use their mistakes in a positive way. 	<p>Growth and Change</p> <ul style="list-style-type: none"> Children will further develop their independence, resilience and perseverance in the face of challenge through the completion of their weekly independent challenges. During free flow, adults will model completing challenges themselves and will encourage children to try several times, adopting different approaches before supporting. Through Stress Awareness Month activities, children will be encouraged to consider what stress feels like in our bodies, why we feel stressed and brainstorm different strategies to support them when they feel stressed, i.e. lion breath, asking for a bug, using a pop-it etc. Children will be encouraged to propose solutions to problems and disagreements to further support their independence and relationships. Through the core text characters and Stress Awareness Month's focus on the benefits of 	<p>People who Help Us</p> <ul style="list-style-type: none"> To recognise and follow our rules and understand consequences. The children will develop an understanding of lying and the impact this has on other people around them. Opportunities to discuss and explain choices using story based scenarios saying why they like certain activities more than others. To consider and use one another's ideas when organising activities collaboratively, for example at tidy up time or within play. The children will see themselves as part of the community and team with everyone being of equal value. Continued opportunities to discuss how to work as a team and continuing to engage in activities to practise this. For example, building a house together and showing sensitivity to others' needs and feelings. Opportunities to thank people who help us, e.g. Kat

Individually Strong, Collectively Stronger!



<p>healthy relationships are built within the setting.</p> <ul style="list-style-type: none"> • Children will be taught how to ask for help when they are finding a task difficult or part of a conflict that they cannot resolve. • Terms such as resilience and perseverance will be shared and discussed with the children and examples of this throughout the provision will be celebrated by adults. • Children will be encouraged to work collaboratively extending and elaborating their play ideas together to develop a sense of membership to the class community. 	<p>process of achieving the goal.</p> <ul style="list-style-type: none"> • Children will continue to access the calm corner and other self-regulation strategies to calm themselves when upset. They will be increasingly able to ask for adult support when they need it and be able to articulate their emotions and explain why. <p>Through adult modelling, conflicts will be resolved in ways that children can use independently through finding an agreed solution and asking for help when this doesn't work.</p>	<ul style="list-style-type: none"> • Children to develop their resilience when working through their challenge passports to increase perseverance and independence in the face of challenge. • Through adult modelling, conflicts will be resolved in ways that children can use independently through finding an agreed solution and asking for help when this doesn't work. • Children will identify red and green choices through book characters. 	<ul style="list-style-type: none"> • Through group art and construction projects, children will continue to work and play together, learning from one another. • Children will continue to develop the skills needed for good sharing and turn taking in games and provision throughout the day. • Children will consider the options they have to help themselves manage their own feelings, for example drawing a picture to help calm down. 	<p>community, children will discuss the benefits of working as a team, for example when Errol's neighbours help him to build a roof garden.</p> <ul style="list-style-type: none"> • Children will continue to develop the skills needed for good sharing and turn taking in games and provision throughout the day. • Children will continue to recognise their own feelings and develop many other strategies for regulating their emotions, especially when they feel upset or cross. 	<p>the mental health worker or Mr Eastman the teacher when they come and visit in the classroom.</p> <ul style="list-style-type: none"> • The children will understand what changes mean for them and how they will transition into Year 1. They will meet their new teacher and perform a graduation ceremony showing how far they have come together as a group as well as individuals.
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