

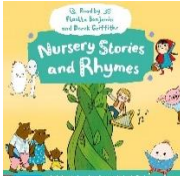





| Personal, Social and Emotional Development | | | Nursery | | |
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| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| My Nursery and I | Journeys & Transport | Traditional Tales | Growth and Change | Amazing Animals | Let's Pretend |
| <ul style="list-style-type: none"> Children will be given time to settle and feel confident within a new setting. Together times -learning daily routines, use daily timetable to understand how Nursery works. Circle times about 'Golden Rules' and 'Rules for Learning' through whole class and small group discussions for children to learn red and green choices within the setting. Modelling how to access activities and resources within the provision appropriately and provide children with support within provision to access the learning. Embedding the routine of tidy up times and helping the children understand the need to stop and move onto another part of learning. Adults model learning skills and behaviours and provide activities that encourage sharing and turn taking. E.g. making a tower that is as tall as them in a team. Carpet sessions centred around feelings. The children will begin to understand what emotions look like and start to recognise how they are | <ul style="list-style-type: none"> Children will take part in circle times around their feelings and behaviours. Children will begin to consider how their behaviour can sometimes impact others and other people's feelings. We will learn about how we can reach solutions to simple problems within the setting discussing how sharing and negotiating are important parts of friendship. Adults will model how to initiate play with others and how to keep playing going, encouraging friendships to form. Children will be praised for doing this independently within the provision. Modelling how to access activities and resources within the provision appropriately and provide children with support within provision to access the learning offered. As a result of adult modelling, children will begin learning self-regulation skills and behaviours and provide activities that encourage sharing and turn taking. Children will begin to use their self-regulation skills in these situations. Each morning, children will place their photo into the correct zone of regulation and talk about why they feel that way. | <ul style="list-style-type: none"> We will learn about how we can reach solutions to any problems that may occur within our play and also to help the characters within our stories. We will together, during carpet sessions, consider other solutions to the problems in the traditional tales. Adults will model how to initiate play with others and how to keep playing going, encouraging friendships to form. Children will begin to develop strategies that they can use independently to build relationships and negotiate play. We will model how to access activities and resources within the provision appropriately and provide children with support within provision to access the learning. Adults will continue to support children to resolve any difficulties that may arise when using resources, giving them the strategies to manage this effectively and appropriately. Adults model skills such as sharing, initiating conversation and turn | <ul style="list-style-type: none"> We will continue to develop good relationships with each other and offer lots of ideas about how to initiate play and conversation. We will model skills such as sharing, initiating conversation and turn taking in order to develop fair relationships within the class. We will continue to talk about red and green choices within school and why these are important. We will be exploring feelings on our RRSa day and will continue to build on our knowledge of self-regulation strategies and what we can do when our friends feel sad. Talk about the things that make us feel different emotions and how we behave when we feel that emotion. We will revisit rules and why they are important. In circle times, the children will begin to develop an understanding of how we comfort others when they are sad. We will talk about how it is important to be able to solve problems that occur nicely and how to ask for help if we need it (when others are | <ul style="list-style-type: none"> When looking at our photos of pets on launch day, children will explain to each other how they look after their pets and why they are important to them. We will continue to develop good relationships with each other and offer lots of ideas about how to initiate play and conversation. We will model skills such as sharing, initiating conversation and turn taking in order to develop fair opportunities and positive relationships within the class. We will talk about how it is important to be able to solve problems that occur nicely and to try and compromise and negotiate (when others are doing something we don't like). We will enjoy the responsibility of having our own jobs and roles within the nursery (monitors), working as a team and seeing themselves as a valuable individual. Adults will model extending play ideas and elaborating play to build stories. Children will be encouraged to do this themselves. We will continue to learn about phrases which we can use to assert ourselves when someone is being unfair to us. This will be discussed in circle times, where children will be presented with scenarios. This will also be supported within play and children will be rewarded for their efforts. | |

Individually Strong, Collectively Stronger!



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| <p>feeling. They will begin to articulate why they are feeling this way.</p> <ul style="list-style-type: none"> • Introduce children to the class mascot who will go home with one child each week and what types of activities they could do with the mascot to make the mascot feel special and happy. • Children will begin to understand our zones of regulation and be able to name their emotions using these zones. | <ul style="list-style-type: none"> • Adults will support children to resolve any difficulties that may arise when using resources, giving them the strategies to manage this effectively and appropriately. | <p>taking in order to develop strong relationships.</p> <ul style="list-style-type: none"> • We will encourage children to make green choices by drawing their attention to these and the less desired red ones. Children will understand that there are consequences for red actions. • We will continue to encourage children to ask for help when they need it. We will encourage group play, supporting children to build up role play/ narratives and keep play going by responding to what others are doing/saying. • We will expand our ability to talk about feelings, using new words to describe these when talking about character's feelings and our own. Children will continue to use the zones of regulation to show how they are feeling. | <p>doing something we don't like).</p> <ul style="list-style-type: none"> • We will use our farm shop role play to further develop playing and responding to each other keeping play going by responding to what others are doing/saying and taking on a role within our play. • When looking at our baby photos during launch day we will talk about how we are similar and different to our classmates and the adults. | <p>reminders of rules and routines.</p> <ul style="list-style-type: none"> • We will encourage the children to ask us or let us know if they want or need anything and are not able to do this without us. • Children will begin to be able to identify how their classmates are feeling at different points of the day and suggest ways to make them feel happier if they are sad. • Adults will model extending play ideas and elaborating play to build stories. Children will be encouraged to do this themselves. | <ul style="list-style-type: none"> • We will be exploring Bernard's feelings and why this might be. • The children will learn that it is important to respect the feelings of others and learn about how we can do this. We will share the book 'I Don't Care'. • The children will be encouraged to be as independent as possible throughout the day, managing their own needs and communicating any difficulties. Adults will encourage children to preserve if they face any challenges. |
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