

| Personal, Social and Emotional Development | | | Reception | | |
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| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| <p>All About Me</p> | <p>Exploring Autumn/ Traditional Tales/ Sparkle and Shine</p> | <p>Before Me: Long Ago/ Stories and Rhymes</p> | <p>Growth: Ready, Steady, Grow/ Signs of Spring/ Easter</p> | <p>Animals: Big Wide World/ Creep, Crawl and Wriggle</p> | <p>Water: Shadows and Reflections/ On the Beach/ Moving on</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 | <ul style="list-style-type: none"> To take turns listening to others ideas and sharing their own ideas when it is their turn. To listen and think about the perspectives of others and how their actions begin to impact others. To follow rules and instructions to keep safe. To use words to express their feelings and consider the feelings of others. To continue to develop confidence when taking steps to resolve conflict with peers by turn taking and sharing ideas and objects. To follow instructions, including simple recipes, that include measures and ingredients. To identify what sort of behaviour is acceptable and right and what to do if you witness or experience bullying through Anti-Bullying Week. To further build on constructive and respectful relationships considering how others feel when different things happen. To begin to develop their self-regulation skills, will | <ul style="list-style-type: none"> To think about the perspectives of others when talking about something that is interesting to them. To express their feelings and consider the feelings of others when talking and communicating. 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 | <ul style="list-style-type: none"> To suggest healthy ingredients that can be used to make simple snacks. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To talk about the different feelings that they feel during a variety of experiences. To recognise, show an awareness and describe how other celebrations are different from their own. To share and consider the opinion and thoughts of others to take turns. To develop their confidence to try new things. To use the Zones of Regulation and Calm Corners to further develop their identification and understanding of a multitude of feelings and emotions. To use the core texts to discuss how to be kind to others and how to recognise kindness from others. To build on their resilience and use their mistakes positively. | <ul style="list-style-type: none"> To express their feelings about different places around the world and consider the feelings of others. To think about the perspective of others – e.g. people living in different environments, animals and plants that are being destroyed by humans. To continue to build resilience when tackling tasks that are challenging. To know when to ask for support and who from to moderate and regulate their own emotions. To respect peers during provision play considering their thoughts, ideas and opinions to build secure relationships further. To begin to think about ways in which they can resolve their own conflicts by communicating with their peers and listening to others' points of view. To understand the process if they make a red choice and begin to recognise that this helps rebuild relationships with their peers and adults. To share, take turns and negotiate as ways to | <ul style="list-style-type: none"> To be able to follow instructions when asked for several ideas or actions. To select vocabulary and pictures to express their feelings and consider the feelings of others. To see themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. To think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends. To give focused attention to what the teacher says and respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. To talk about their lives and the lives of the people around them and the differences between things of now and in the past. To show an understanding of their own feelings and others. To recognise and follow our rules and understand |

Individually Strong, Collectively Stronger!



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| <p>model these skills to ensure constructive, respectful and 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>recognise when their behaviour causes others upset and develop knowledge of how to rebuild these relationships.</p> <ul style="list-style-type: none"> • To develop resilience and perseverance in the face of challenge. • To access the calm corner and other self-regulation strategies to calm themselves when upset. • To be increasingly able to ask for adult support when they need it and be able to articulate their emotions and explain why. • To find solutions to resolving conflicts that children can use with more independence. | <p>be able to support their peers when they are feeling the range of emotions in school.</p> <ul style="list-style-type: none"> • Children will continue to build relationships with one another, working and playing co-operatively and establishing routines for turn taking. • 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"> • To continue to work and play together, learning from each other. • To continue to develop the skills needed for good sharing and turn taking in games and provision throughout the day. • To consider the options they have to help themselves manage their own feelings, for example drawing a picture to help calm down. | <p>manage conflict within games and provision activities.</p> <ul style="list-style-type: none"> • To show an ability to wait for something they want until another person has finished with it, sometimes with support and sometimes independently. • To try new challenges in the setting and at Nature Garden visits. • To identify when peers are upset and begin to support them. | <p>consequences. The children will develop an understanding of lying and the impact this has on other people around them.</p> <ul style="list-style-type: none"> • 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. The children will see themselves as part of the community with everyone being of equal value. • To 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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