







Personal, Social and Emotional Development			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
My Nursery and I	Exploring Autumn/ Let's Explore/ Build it Up/ Christmas	Winter: Winter Wonderland/ Starry Night	Growth: Ready, Steady, Grow/ Puddles and Rainbows, Signs of Spring	Animals: Animal Safari/ Creep, Crawl and Wriggle	Water: Sunshine and Sunflowers, Splash, On the Beach
<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 	<ul style="list-style-type: none"> To talk about different foods. To talk about different feelings. To follow the rules and routines of the classroom. To begin to consider how their behaviour can sometimes impact others and other people's feelings. To learn about how we can reach solutions to simple problems within the setting discussing how sharing and negotiating are important parts of friendship. To initiate play with others and how to keep playing going, encouraging friendships to form. To access activities and resources within the provision appropriately and access the learning offered. To begin learning self-regulation skills and behaviours and provide activities that encourage sharing and turn taking. To begin to use their self-regulation skills in these situations. To place their photo into the correct zone of regulation and talk about why they feel that way. To begin to resolve any difficulties that may arise when 	<ul style="list-style-type: none"> To find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials. To be increasingly independent in meeting their own care needs, including dressing themselves, brushing teeth, using the toilet, washing and drying their hands and using a knife and fork. To demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas. To listen and talk to their peers to solve conflict. To enjoy playing alongside others, inviting them into their play and attempting to join others' play. To initiate play with others and how to keep playing going, encouraging friendships to form. To develop strategies that they can use independently to build relationships and negotiate play. 	<ul style="list-style-type: none"> To help to prepare a range of healthy snacks. To express their thoughts and feelings using a variety of new vocabulary. To demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas. To use a range of media, tools and techniques to create images, express ideas and show different emotions. To demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas. To understand that others may have a different opinion from them. To develop positive attitudes about the differences between people. To recognise and describe special times or events for family or friends. To develop good relationships with each other and offer lots of ideas about how to initiate play and conversation. 	<ul style="list-style-type: none"> To build constructive and respectful relationships when sharing ideas and listening to others. To use large muscle movements to wave flags and streamers. To develop good relationships with each other and offer lots of ideas about how to initiate play and conversation. To continue to develop conversation and turn taking in order to develop fair opportunities and positive relationships. To begin to be able to solve problems that occur nicely and to try and compromise and negotiate. 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. To begin to become more independent in managing their needs and their behaviour, needing fewer reminders of rules and routines. 	<ul style="list-style-type: none"> To begin to be aware of behavioural expectations and sensitive to ideas of justice and fairness. To see themselves as a valuable individual and describe themselves positively, talking about their abilities and interests. To begin to talk about why it is important to wear protection on sunny days. To describe items on sunny days to keep us safe. To begin to navigate to find digital content, in digital folders and online, with supervision. To be able to take multiple turns with a partner or friend. To show confidence in a variety of situations and is able to select and use activities and resources, with help when needed. To know that washing and drying hands regularly and say why this is important. To say how two places in the immediate environment are the same or different. To take turns and show good listening when in conversation.

Individually Strong, Collectively Stronger!



<p>understand what emotions look like and start to recognise how they are 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. 	<p>using resources, giving them the strategies to manage this effectively and appropriately.</p>	<ul style="list-style-type: none"> • To access activities and resources within the provision appropriately. • To share, initiate conversation and take turns in order to develop strong relationships. • To make green choices by drawing their attention to these and the less desired red ones. • To understand that there are consequences for red actions. • To ask for help when they need it. • To talk about feelings, using new words to describe these when talking about character's feelings and our own. 	<ul style="list-style-type: none"> • To talk about red and green choices within school and why these are important. • To explore 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. • To talk about the things that make us feel different emotions and how we behave when we feel that emotion. 	<ul style="list-style-type: none"> • To ask an adult or let an adult know if they want or need anything and are not able to do this without an adult. • To 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"> • To share and take turns with others through role play activities. • To share resources and work collaboratively showing good cooperation and taking on board others ideas. • To begin to talk about changes that are happening in their environment and how they feel about this. • To talk about changes and new beginnings that could be happening. • To extend play ideas and elaborating play to build stories. Children will be encouraged to do this themselves. • To continue to learn about phrases which we can use to assert ourselves when someone is being unfair to us.
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