

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	Harvest - Pumpkins Christmas Around the World, Celebrations including Diwali	Winter, Kenya, The world, Chinese New Year	Growing up - babies, generations Health inc. oral health Spring, Easter	Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer, Hot environments, Rock pools Pirates Seaside
Celebrations & Experiences	Class rules and routines Starting School, Autumn, Black History Month	Diwali, Harvest, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity Visit to a place of worship	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, World Art Day, Easter	Nell Bank trip	Father's Day, Sports Day, Transition, Reception Graduation, Buddy celebration
Suggested Texts						
SCARF	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing

Adult led lessons	<ul style="list-style-type: none"> •Me and my special people •Who can help me? •Our Feelings •Feelings & Bodies •Our Special People balloons •Bullying or teasing? 	<ul style="list-style-type: none"> •Same and different families •Same and different homes •Harold’s school rules •Who are our special people? •My Special People 	<ul style="list-style-type: none"> •Safe indoors and outdoors •Listening to my feelings •Who can help? •Harold loses Geoffrey •What should Harold say? 	<ul style="list-style-type: none"> •Looking after money; recognizing using, spending •Taking care of something •Harold’s money •When I feel like erupting 	<ul style="list-style-type: none"> •Healthy eating •Healthy eating •Harold has a bad day •Pass on the praise •Harold’s bathroom <p>First aid workshop</p>	<ul style="list-style-type: none"> •Life stages – Human life stage. Who will I be? •Where do babies come from? •Then and now •Who can help? •Sam moves away
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<p>Development of Expressing Feelings (Self-Regulation)</p> <p>Intent Vocabulary Implementation</p>	<p>Children talk about their feelings to trusted adults or special friends.</p> <p>Feelings, emotions, happy, sad, angry, good, bad.</p> <p>Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</p> <p>Introduction of whole school approach to zones of regulation.</p>	<p>Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p> <p>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.</p> <p>Continued use of zones of regulation as part of the classroom routine.</p>	<p>Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week.</p> <p>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad.</p> <p>Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made. Continued use of</p>	<p>Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school.</p> <p>Choice, explain, say, worry, sad, help.</p> <p>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. Continued use of zones of regulation as part of the classroom routine.</p>	<p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.</p> <p>Sorry, upset, sad, accident, help.</p> <p>Adults modelling apologies and explaining to children when an apology is necessary. Continued use of zones of regulation as part of the classroom routine.</p>	<p>Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions. Continued use of zones of</p>

			zones of regulation as part of the classroom routine.			regulation as part of the classroom routine.
<p>Development of Managing behaviour (Self-Regulation)</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them.</p> <p>Upset, sad, feeling, emotion, rules, safety.</p> <p>Adults supporting children who are upset.</p> <p>School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.</p>	<p>Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class.</p> <p>Sharing, taking turns, my turn, your turn, patience, waiting.</p> <p>Adults modelling sharing, adults supporting children to share.</p>	<p>Children know and follow the behavioural expectations of the school.</p> <p>Rules, following, behaviour (language related to the behaviours policy)</p> <p>Behaviour expectations are consistently shared with the class.</p>	<p>Children are beginning to understand why listening is important to help us learn and keep us safe.</p> <p>Listening, waiting, trusted adults, friend, friendship, safe, safety.</p> <p>Adults to model and explain why we listen and why it is important.</p> <p>Stories shared around listening.</p>	<p>Children will without question follows instructions from their teachers or school adults.</p> <p>Listening, rules, following, safety (language relating to the behaviour policy)</p> <p>Adults giving children clear instructions in a range of situations to follow.</p>	<p>Children are developing in independence and can manage their behaviour in a range of situations in school.</p> <p>Independence, getting on, planning, changing, keeping on trying, reflecting,</p> <p>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.</p>
<p>Development of Self-awareness, keeping healthy (Managing Self)</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders.</p> <p>Like, dislike, rules, listening, safe, behaviour.</p> <p>Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to</p>	<p>Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too.</p> <p>Why, explain, language linked to provision and prior learning.</p> <p>Prompts to discuss what they are doing and give a reason why.</p>	<p>Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements.</p> <p>Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow.</p> <p>Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and</p>	<p>Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible.</p> <p>Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time.</p> <p>Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.</p>	<p>Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.</p> <p>Happy, good, like, proud, I can, better.</p> <p>Children given time to talk to adults or as a 'show and tell' to explain their achievements.</p>	<p>Children are proud of who they are and what they can do.</p> <p>They talk about themselves positively.</p> <p>Individual, me, my, I can, happy, good, like, better.</p> <p>Discussions with adults on their achievements in Reception and how they have progressed since joining school.</p>

	follow the rules – verbally and pictorially.		knowing right from wrong.			
<p>Development of Independence (Managing Self)</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.</p> <p>Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</p> <p>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”.</p>	<p>Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.</p> <p>Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</p> <p>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.</p>	<p>Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one.</p> <p>Children independently making healthy food choices such as at dinner time.</p> <p>Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.</p> <p>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.</p>	<p>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.</p> <p>Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening.</p> <p>Children being asked to independently dress themselves. Children given challenges in class.</p> <p>Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.</p>	<p>Children are confident to try new things. They continue to develop their resilience and perseverance independently.</p> <p>Children can continue to look after and care for themselves.</p> <p>Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.</p> <p>Regular new activities introduced to the class.</p> <p>Discussions around resilience and perseverance.</p> <p>Discussions around road safety or a class walk.</p>	<p>Children continue to look after themselves and understand what healthy choices are.</p> <p>Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.</p> <p>Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out.</p> <p>Challenges in the classroom and during adult guided work.</p> <p>Discussions and lessons around keeping healthy.</p>
<p>Development of Social skills (Building Relationships)</p> <p>Intent</p> <p>Vocabulary</p>	<p>Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.</p>	<p>Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.</p>	<p>Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to</p>	<p>Children are building relationships through play and talk and converse to many of their peers.</p> <p>I think, because, why, when, please, turns, next, shall we, pretend.</p>	<p>Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p>	<p>Children know if they have hurt someone’s feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay.</p>

<p>Implementation</p>	<p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.</p>	<p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.</p>	<p>Talk, friends, friend names, play, classroom area names.</p> <p>Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Do you, like, dislike, your turn, my turn, minutes, shall we.</p> <p>Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>Children look after each other and want to help their friends.</p> <p>Your turn, my turn, you can have it, share, sad, happy, friend.</p> <p>Stories around conflict, responsibility, individuality and needs of others.</p>
<p>Development of Communication (Building Relationships)</p> <p>Intent Vocabulary Implementation</p>	<p>Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance.</p> <p>Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.</p> <p>Teacher, peer, friends, class, nicely, turn taking, having a go.</p> <p>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. Children who need additional support in developing skills in this area may work with the pastoral and welfare TA to develop specific skills.</p>					
<p>The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.</p>	<p>Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum' through the SCARF scheme of work.</p> <p>Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction.</p> <p>Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating.</p> <p>PSED plays a part in all lifelong skills.</p>					