



# 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>
<b>Potential Themes/ Interests</b>	CV: Justice Starting School/Map my classroom Autumn Harvest Pumpkins Marvelous me/ Family	CV: Love Woodland animals/ hibernation Christmas Around the World Celebrations	CV: Endurance Winter Polar worlds Journeys Chinese New Year Big School's bird watch	CV: Forgiveness Growing up - babies, generations Health inc. oral health Spring - Seasons Easter	CV: Dignity Life Cycles - butterflies, beans, sunflower Outdoors Gardening Weather	CV: Thankfulness Summer Habitats: Sherwood Forest Vs the Ocean Edwinstowe People who help us
<b>Celebrations &amp; Experiences</b>	Class rules and routines Black History Month	Diwali, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Nativity	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 Singing performance	Class caterpillars World Biscuit Day, World Food Safety Day	Sports Day, Transition, Summer Community visits: Fire service, community officer/police, vicar, library, summer singing performance
<b>Suggested Texts</b>						

# Personal, Social and Emotional Development – Reception Long Term Plan

<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’.          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.          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.          PSED plays a part in all lifelong skills.</p>
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b>Development of Expressing Feelings (Self-Regulation)</b></p> <p>Intent To know (how to): <b>Vocabulary Implementation</b></p>	<p>Talk about their feelings to trusted adults or special friends.  <b>Feelings, emotions, happy, sad, angry, good, bad.</b>  <b>Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</b></p>	<p>Share my feelings more readily.            Comfort a friend who is upset.            Identify my emotions and name them.  <b>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</b>  <b>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.</b></p>	<p>Who I can talk to when I feel upset.            Ways to calm myself down if needed. Feel proud of myself for achieving things such as pupil of the week.  <b>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad.</b>  <b>Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.</b></p>	<p>I have a trusted adult in school I can talk to. Talk about my interests and likes and dislikes at school.  <b>Choice, explain, say, worry, sad, help.</b>  <b>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.</b></p>	<p>Share, take turns, reason and look after one another. Apologise if I hurt someone accidentally or make someone else upset.  <b>Sorry, upset, sad, accident, help.</b>  <b>Adults modelling apologies and explaining to children when an apology is necessary.</b></p>	<p>Show emotional maturity ready for the emotional resilience needed for KS1.            Use reason and resolutions with other children to keep games and play fair.  <b>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</b>  <b>Adults providing children with a range of strategies to deal with anger and other emotions.</b></p>

<p><b>Development of Managing behaviour (Self-Regulation)</b></p> <p><b>Intent</b> To know (how to):</p> <p><b>Vocabulary Implementation</b></p>	<p>I may come into school upset but can be comforted by adults. 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>(Begin) take turns and share resources. Develop patience and understanding that there is more than just myself 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>Follow the behavioural expectations of the school.</p> <p>Rules, following, behaviour (language related to the behaviours policy) Behaviour expectations are consistently shared with the class.</p>	<p>Understand why listening is important to help us learn and keep us safe.</p> <p>Listening, waiting, trusted adults, friend, friendship, safe, safety. Adults to model and explain why we listen and why it is important. Stories shared around listening.</p>	<p>Follow instructions from their teachers or school adults (without question).</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>Be Independent and manage my behaviour in a range of situations in school.</p> <p>Independence, getting on, planning, changing, keeping on trying, reflecting, 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>
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<p><b>Development of Self-awareness, keeping healthy (Managing Self)</b></p> <p>Intent To know (how to): <b>Vocabulary Implementation</b></p>	<p>Develop an awareness of self and are forming own opinions. Children are (Beginning) Classroom rules and are following these with some reminders. Like, dislike, rules, listening, safe, behaviour. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.</p>	<p>Develop independence (Children are doing things for themselves – because they want to.) Say what I am doing and why I am doing it too. Why, explain, language linked to provision and prior learning. Prompts to discuss what they are doing and give a reason why.</p>	<p>And understand behaviour expectations and guide others to follow. Feel proud of what I can do and my achievements. Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a ‘show and tell’ to explain their achievements. Children discussing the rules and knowing right from wrong.</p>	<p>What makes me happy and do these things. What keeps me healthy and will join in with healthy routines in school/home. Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.</p>	<p>Tell adults and peers what they have achieved and what they can do now. Be happy with myself and proud of what I have achieved at school. Happy, good, like, proud, I can, better. Children given time to talk to adults or as a ‘show and tell’ to explain their achievements.</p>	<p>Proud of who I am and what I can do. Talk about myself positively. Individual, me, my, I can, happy, good, like, better. Discussions with adults on their achievements in Reception and how they have progressed since joining school.</p>
<p><b>Development of Independence (Managing Self)</b></p> <p>Intent To know (how to): <b>Vocabulary Implementation</b></p>	<p>Come into school with greater independence and get ready for home time. Use the toilet independently most of the time at school. It is okay to ask for help and will do so. Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening. 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>Use my preferences to choose what they would like to do at school. Put my coat on and am becoming more confident and skilled in using buttons and zips. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next. 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.) Make healthy food choices such as at dinner time. Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food. 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). Develop resilience and perseverance independently. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress themselves. Children given challenges in class. 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>Confident to try new things. Continue to develop resilience and perseverance (independently). Continue to look after and care for myself. Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that. Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.</p>	<p>Understand what healthy choices are. (Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.) Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy food names, physical activity, P.E, work out. Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.,</p>

<p><b>Development of Social skills (Building Relationships)</b></p> <p>Intent To know (how to): <b>Vocabulary Implementation</b></p>	<p>Build new positive relationships with pupils and staff in my new setting. (Begin) play alongside other children if ready. Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.</p>	<p>Build upon relationships started last term. Talk to children and adults in my setting and am beginning to ask for help when I need it. Friend, class, teachers, help, please, talk, conversation. Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.</p>	<p>Make friendships and may have a special friend. (Children play with these children in and out of the classroom and are happy to) Talk, friends, friend names, play, classroom area names. Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>Build relationships through play and talk and conserve to many of their peers. I think, because, why, when, please, turns, next, shall we, pretend. Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Continue to build strong bonds with other children in my school and care for my peers e.g. getting them tissues, asking them to join in with a game. Do you, like, dislike, your turn, my turn, minutes, shall we. Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>If I have hurt someone's feelings and will apologise without being asked. Some children might like or dislike the things I do and that it is okay. Look after and help my friends. Your turn, my turn, you can have it, share, sad, happy, friend. Stories around conflict, responsibility, individuality and needs of others.</p>
<p><b>Development of Communication (Building Relationships)</b></p> <p>Intent To know (how to): <b>Vocabulary Implementation</b></p>	<p>Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught significantly through adult modelling and guidance.</p> <p>Children will pick up on adult's 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 and refer to the Christian values: show love, act justly, give thanks.</p>					