

Personal, Social and Emotional Development Nursery - 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

The Reception expectations in PSED for reference.
Where are children going?

Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

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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>
Self-Regulation -Expressing feelings - Managing behaviour Intent Vocabulary Implementation	I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions. <i>Feelings, emotions, happy, sad, angry, tired, upset, scared,</i> Books read focusing on feelings and emotions. Group discussions on emotions – particularly relating to starting nursery. Adults asking children to express how they're feeling- adults modelling too.	I can sit nicely and keep my feet to myself. I can look after the toys and equipment at my setting. <i>Sit, smart sitting, listening ears, careful, look after, tidy up.</i> Children being supported and reminded to sit nicely on the carpet and keep their feet to themselves. Children having a regular tidy up time where they are supported and encouraged to tidy up.	I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery. <i>Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening.</i> Adults supporting children to talk about their feelings. Children being told when it is tidy up time and told if an area needs to be tidied up, children reminded of the behaviour expectations and supported to follow them.	I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way. <i>Right, good choice, bad choice, feelings, why.</i> Adults prompting children to explain the choices they have made. Children talking about their feelings with adults at their setting and exploring together why they feel this way – discussions, stories etc.	I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel. <i>Calm, breathe, quiet space, feel, friends.</i> Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently.	I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel. <i>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change</i> Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently. Discussions around starting school and transition between nursery and school.
Managing Self -Self-awareness -Keeping healthy -Independence -Collaboration	I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support.	I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so. <i>Try, have a go, washing hands, soap, water, dry.</i>	I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know	I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices. <i>Toilet, wipe, flush, wash hands, focus, attention,</i>	I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.	I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school.

Intent Vocabulary Implementation	Turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands. Adults supporting children to turn take, children encouraged to explore their setting and the available resources, children supported to use the toilet in their setting.	Children encouraged to try new things in their setting and regular activities available for children to choose from, children encouraged verbally to use the toilet.	what is happening in my day. On my own, by myself, independently, confident, explore, have a go, try, timetable, next. Children encouraged to independently do things by the staff, children having access to the visual timetable that is changed daily.	listen, healthy, treat food, fruit and vegetables. Children encouraged to use the toilet independently, children working in guided groups to complete activities, children learning about food choices and what a healthy food choice is.	Routine, happens next, change, wash hands, healthy, health, play, nice, friends, turn taking, sharing, joining in. Children learning about germs and then importance of washing our hands and bodies to keep safe and clean, children encouraged and supported to play nicely with other children.	Proud, pride, positive, happy, independent, on my own, by myself, school. Discussions about the year and the progress the children have made, children encouraged to be independence in their care and learning and linking this to discussions around school readiness.
Building Relationships -Social Skills -Communication Intent Vocabulary Implementation	I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support. Turn taking, sharing, friends, help, listening, later, worry, parent names. Children supported to separate from care giver – transition settling in sessions to take place before full time nursery is possible, children supported to turn take in a guided group session.	I will play alongside other children in my setting and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play. Play, nicely, share, turn take, adult, help, nicely, join in, friends. Adults modelling play and verbally supporting play, children playing turn taking games in the adults.	I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers. Happy, proud, come in, family, family names, friends, friendly. Children praised for coming into their setting well, adults prompting children to discuss their families and who lives with them – guided and independent tasks based around this, children encouraged to be friendly to the other children in their setting.	I am forming friendships with some children in my setting. I am becoming more confident in the social situations. Friends, special friend, best friend, confident, talking. Adults modelling social situations and back and forth conversation, children having time to play with who they want in the area of their choosing.	I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence. Sad, help, upset, tissue, problem, solve, together, friends, turn taking, confident, outgoing, talking. Adults modelling supporting upset children for children to copy themselves e.g. giving hugs, giving tissues or a favourite teddy, children given methods to resolve conflicts such as using a sand timer when sharing a toy.	I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked. Questions, why, where, what, when, solution, fix, turn take, adult help, friend, friend names. Children encouraged to ask questions to people, children encouraged to resolve conflict using the techniques learnt at school children discussing who they are going to school with next year.