



Daven Primary School Early Years Curriculum - PSED

What we want to children to know and be able to do:			
Age	2-3 Years- Nursery	3- 4 Years - Nursery	4-5 Years - Reception
Knowledge and Skills:	<ul style="list-style-type: none"> • Manage own needs – eating and drinking independently. Help to take off coat and shoes. • Managing transitions- from home to Nursery and between activities. • Anticipate and follow daily routines. • Find ways to calm themselves through being comforted by key person, favourite activity etc. • Engage with others through gestures, gaze and talk. • Understand and start to use key social phrases such as greetings and the names of friends and staff. 	<ul style="list-style-type: none"> • Manage their own needs – teeth brushing with support. • Talk about their feelings and learn to label emotions - worried, scared. • Understand gradually how others might be feeling. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Develop their sense of responsibility and enjoyment of being part of 'nursery'. • Use manners in interactions- please, thank you. • Follow rules and understanding why they are important. 	<p>Jigsaw Kapow DT - Soup</p> <ul style="list-style-type: none"> • Manage their own needs – handwashing, coat, drink, eating and blowing nose. • Recognise and express their feelings. • See themselves as a valuable individual and part of Daven School. • Similarities and differences between families & discusses about belonging to our families & class. • Show resilience and perseverance in the face of challenge. • Learn to label emotions – excited, frustrated. • Begin to manage impulses and follow rules and routines.
	<ul style="list-style-type: none"> • Manage their own needs – using toilet & wash hands with support. • Talk about themselves and their experiences. • Learn to label emotions – happy, sad, angry. • Safely explore emotions beyond their normal range through play and stories. • Begin to develop friendships & engage with others to achieve a goal. • Express preferences and decisions. • Play with increasing confidence on their own and with other children. • Notice and ask questions about differences. 	<ul style="list-style-type: none"> • Manage their own needs – healthy choices of food and drink. • Be increasingly independent in meeting their own care needs and able to ask for help when needed. • Show more confidence in new social situations. • Select and use activities and resources, with help when needed to achieve a goal. • Play with one or more other children, extending and elaborating play ideas. • Take turns in small group activities with adult support. 	<p>Jigsaw</p> <ul style="list-style-type: none"> • Manage their own needs – changing clothes. • Consider the feelings of others. • Think about the perspectives of others. • Identify and moderate their own feelings socially and emotionally. Increasing self-regulation. • Know and talk about the different factors that support their overall health and wellbeing: healthy eating and tooth brushing.
	<ul style="list-style-type: none"> • Manage their own needs – wash hands and use toilet with increasing independence. • Talk about their feelings in more depth. • Begin to show 'effortful control'. • Grow in independence, rejecting help. • Feel confident when taken out around the local neighbourhood. 	<ul style="list-style-type: none"> • Manage their own needs – activity and rest. Understand the importance of drinking water. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts – with adult support. • Remember rules without needing an adult to remind them. • Take turns in adult led activities. 	<p>Jigsaw</p> <ul style="list-style-type: none"> • Manage their own needs – sun safety. • Build constructive and respectful relationships. • Use more sophisticated approaches to problem solving/conflict resolution. • Share and take turns during play.



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Key Vocabulary:	Hello, goodbye, staff names, snack, drink, wash hands, play, friend, choose, feelings, sad, happy, angry.	Worried, scared, rules, please, thank you, brush teeth, dentist., my turn, your turn, family.	Reception, similar, different, belong, excited, frustrated, resilience, persevere, problem solve, conflict, share.
What will be explicitly taught:	<ul style="list-style-type: none"> Greetings as part of the daily routine. Staff and children's names. How to take off and store shoes and coat. How to wash hands, use bathroom. How to communicate with others. Talk about personal features. How to play and share with others. Naming/labelling emotions. 	<ul style="list-style-type: none"> Model playing together. Learning the rules of the classroom, e.g, kind hands and words, no running inside etc. We can all feel differently and that is okay, no right or wrong way to feel. How to interact politely and use manners. What areas of the classroom are called and where to access resources. Strategies to solve conflicts. How to take turns and wait. Give the children jobs to do, responsibilities within the class – giving out cups, tidying etc. 	<ul style="list-style-type: none"> Rules and routines. How to make and maintain friendships. Making 'good' choices – following the school rules. Similarities and differences between them and their friend's family. Talk about more complex emotions. Strategies for self-soothing – deep breathing, taking a break etc. Model road safety Problem solving and conflict resolution. Modelling how to fill water bottles, change clothes etc.
Provision:	<ul style="list-style-type: none"> Co-operation toys and games. Stories and books, that deal with emotions. Mirrors. Models, dolls and puppets. Teddy bear Masks, puppets. Home corner Labelled places for coats, shoes, drinking bottle etc. Visual timetable displayed. Transitions between activities signalled. 		<ul style="list-style-type: none"> Displays for class rules. Reminders of consequences. Celebrations of children's work. Books and songs. Resources organised and accessible.