

Leighton Academy Early Years Curriculum – Personal, Social and Emotional Development

<i>What we want to children to know and be able to do:</i>			
Age	2-3 Years- Nursery	3-4 Years - Nursery	4-5 Years - Reception
<i>Knowledge and Skills:</i>	- Managing transitions. - Express preferences and decisions. - Engage with others through gestures, gaze and talk. - Engage with others to achieve a goal. - Notice and ask questions about differences, such as skin colour, types of hair, gender etc. - Play with increasing confidence on their own and with other children. - Grow in independence, rejecting help ("me do it"). - Begin to show 'effortful control'. - Able to talk about and manage their emotions. - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. - Feel strong enough to express a range of emotions. - Safely explore emotions beyond their normal range through play and stories. - Talk about their feelings in more elaborated ways. - Develop friendships with other children. - Ongoing: Learn to use the toilet with help, and then independently.	- Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Follow rules and understanding why they are important. - Talk about their feelings. - Select and use activities and resources, with help when needed to achieve a goal. - Find solutions to conflicts and rivalries. - Remember rules without needing an adult to remind them. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Develop their sense of responsibility and membership of a community. - Make healthy choices about food, drink, activity and tooth brushing.	- Build constructive and respectful relationships. - Manage their own needs – handwashing, coat, drink, eating and blowing nose. - Begin to manage impulses and follow rules and routines. - Discusses the important factors that support their overall health and wellbeing. - See themselves as a valuable individual and part of Dove Bank. - Similarities and differences between families and discusses about belonging to our families, class and school. - Manage their own needs – changing. - Recognise and express their feelings. - Show resilience and perseverance in the face of challenge. - Learn to label emotions. - Manage their own needs – sun safety. - Consider the feelings of others. - Think about the perspectives of others. - Identify and moderate their own feelings socially and emotionally. - Know and talk about the different factors that support their overall health and wellbeing: healthy eating and tooth brushing. - Problem solving/conflict resolution.
<i>Key Vocabulary:</i>	<i>Happy, sad, angry, upset, tired, excited, hello, goodbye, please, thank you, sorry, help, my turn, your turn, all done, me, you, friend, family, teacher, stop, wait, tidy up, sit down, line up.</i>		<i>Happy, sad, angry, worried, excited, proud, frustrated, please, thank you, sorry, help, share, take turns, let's play, friend, family, teacher, me, you,</i>

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		<i>we, line up, wait, tidy up, sit down, stop, next.</i>	
<i>What will be explicitly taught:</i>	- How to communicate with others. - Talk about personal features. - How to play and share with a friend/friends. - Naming/labelling emotions.	- 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. Healthy food and drink and why it is healthy. Give the children jobs to do, roles within the class.	- Rules and routines. - Making friendships (story books: making friends) - No outsiders: All families are different. - Routines (getting ready for school, getting ready for bed etc.) - Making 'good' choices - Similarities and differences between them and their friend's family. - Circle time discussions and sharing thoughts and ideas - Model road safety - Problem solving and conflict resolution – circle time - Modelling how to fill water bottles, wash hands appropriately and use the toilets independently.
<i>Provision:</i>	- Co-operation toys and games. Stories and books, dolls and puppets. - Teddy bear Masks, puppets. - Role play area, stories, books and rhymes. - Displays for class rules. Challenge activities and games. - Books and songs. - Class discussions. Food tasting, fruit kebabs etc. Dino dentist, books.		- Stories (No outsiders) puppets of different colour and differences. - Display of class rules and self-regulation area - Emotions on dressing up mirror. - Self regulation area. - Circle time of healthy choices and preparing own healthy packed lunch. Providing toilet, drink, handwashing areas free to use to encourage independency.