



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
Personal, Social and Emotional Development	<p>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.</p>					
Managing Self Self-Regulation Building Relationships Vocabulary (including but not limited to) Happy, sad, scared, worried, excited, angry, proud, kindness, help, choices, calm, feelings, healthy, germs, clean, dirty listen, question, nursery, friend, family, share, taking turns, loud, quiet, instructions, safe, teacher, rules, reception.	New Beginnings To begin to understand class rule and Routines. Supporting children to build relationships-begin to share. To independently select and use resources. Emotions – begin to understand different emotions-when they are upset. Give children appropriate tasks to carry out to develop a sense of responsibility and independence.	Making friends- supporting children how to solve conflicts. Reflect on the rules and routines we have been learning to follow. Self - Confidence Developing appropriate ways of being assertive. Talk about feelings and emotions using appropriate words.	Good to be me Feelings Learning about qualities and differences, celebrating differences. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others. Become more outgoing with unfamiliar people. Remembering the rules.	Relationships –Discuss what makes a good friend? Healthy me, children begin making healthy choices. Random acts of Kindness to be modelled, celebrated and encouraged. Give children strategies for finding solutions for rivalries and conflicts. Talk about solving conflicts, being kind to others, sharing and turn taking.	Looking after others, showing concern if a friend is upset. Friendships to begin to share and take turns. Dreams and goals-to think about what they would like to learn to do. Talk with others to solve conflicts. Extend and elaborate play ideas when playing with one or more children.	Taking part in sports day – Winning and losing. Changing me- Look how far I've come! Reviewing school readiness targets and supporting those children who need extra support with self-help skills. To understand how others are feeling. To meet their own basic needs independently.
<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>						