

Curriculum Objective

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;

Links Across the Curriculum

Art and Design—children to create different pieces of art e.g. paintings, drawing etc. be able to choose and select appropriate tools, drawing different types of lines, draw and paint a place from observation or imagination / Design and Technology—children to develop accurate cutting skills, experience using different tools e.g. planting, food preparation / Music—number and action songs e.g. five little ducks / RE—turning pages in a festival or celebration book / Forest Schools— leaf threading, material rubbing e.g. bark rubbing. PSHE—talk to friends in a kind voice and know who their friends are.

Components Autumn Term

Show understanding of their own feelings e.g. happy/sad/angry or worried.

Beginning to show understanding towards others feelings.

Select and use activities and resources with help when needed.

Talk about feelings with key words and phrases.

Understanding we are all brilliant in our own way.

With support to understand how to achieve an outcome from selecting resources and tools.

Developing sense of classroom responsibility.

Beginning to use the good to be green chart.

Beginning to use the warning cards system regarding behaviour.

Beginning to understand why they receive rewards and certificates.

To listen carefully to adults instructions and responding appropriately.

Following single and two step instructions.

Supported through...

- Stories
- English units of work—e.g from other character view points . How are the bears feeling when they have to go through it?
- Explaining and sharing a range of feelings of happy, sad, worried and angry
- Appropriate resources and material to carry out set activities in the provision
- Self regulating through behaviour chart
- Understating praises
- Understanding the variety of rewards and feedback
- Assemblies
- Class display

Components Spring Term

Express their own feelings and considering the feelings of others.

Identifying and moderate their own feelings socially and emotionally.

To understand rewards and certificates for specific reason.

Knowing how to be rewarded or receive certificate requires achieving a goal.

To give more focused attention to adults instruction and responding appropriately.

Following multiple step instruction with support if required.

Supported through...

- Stories
- English units of work—e.g from other character view points . How are the bears feeling when they have to go through it?
- Explaining and sharing a range of feelings of happy, sad, worried and angry
- Appropriate resources and material to carry out set activities in the provision
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- Assemblies
- Class display

Components Summer Term

Expressing a range of feelings and considering the feelings of others.

Working towards a goal they have chosen and use appropriate tools and resources to the intended outcome.

Describe themselves in a positive manner.

To be able to anticipate some adult instructions with good understanding of the daily routine and what is expected of them.

Following multiple step instruction with greater independence.

Supported through...

- Stories
- English units of work—e.g from other character view points . How are the bears feeling when they have to go through it?
- Explaining and sharing a range of feelings of happy, sad, worried and angry
- Appropriate resources and material to carry out set activities in the provision
- Self regulating through behaviour chart
- Understating praises
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- Assemblies
- Class display

Curriculum Objective

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 under-

Links Across the Curriculum

Design and Technology— evaluating their own creations. / Science— perform simple experiments e.g. floating and sinking, observational drawing of fruit and how it changes in appearance. Safeguarding—how to stay safe ins school. E.g. school rules support this. PHSE— exercise is good for our health, experiment with different ways of moving and negotiating space, speak about own needs and opinions, speak positively about themselves and others.

Components Autumn Term

Supported through...

Components Spring Term

Supported through...

Components Summer Term

Supported through...

Increasingly follows rules.

Understanding why rules are important.

Remembering some class and school rules without an adult reminding.

Willing to try new activities with the support of an adult.

Becoming more independent in meeting their own needs.

Demonstrating with more independence the ability to dress and undress with minimal support.

Understanding the importance of healthy snacks and healthy food choices, drink.

Understanding healthy activities such as brushing teeth.

Understand how the behaviour chart works.

Importance of eating healthy fruit.

Understanding the importance of drinking water throughout the day.

Knowing where a carpet space is.

Being able to independently use the toilets and ask for help if required.

Understanding the reason why their own personal hygiene is important e.g. washing hands after sneezing. May require some support.

Navigating around carpet area successfully.

Navigating around the classroom to access a variety of resources successfully.

- Discussion through daily meal selections
- Daily snack time
- School rules
- Class rules
- Behaviour chart
- Carpet rules/Carpet Spaces -good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities
- Small groups games, adult lead.
- Model good language /behaviour
- Visuals prompts/ visual timetable
- Celebrations and home life sharing activities.
- Show and tell sessions
- Role play area
- Talking partners
- Planning activities through childrens' interests
- Use praise and rewards
- Turn taking activities
- Understand the importance of sharing
- Attending special assemblies/ festivals
- Forest schools

Following class and school rules more independently.

Knows rules help us stay safe.

Understanding the need to behave well in school and make good behaviour choices.

More independently trying new activities.

Show greater resilience towards new challenges and task.

More awareness of the importance of choice making from right and wrong.

Greater understanding that we need a variety of different healthy food types.

Developing an understanding of healthy and unhealthy food.

Understanding why healthy activities are important. E.g. if we don't brush our teeth, it will build up plaque.

Building confidence to speak to other about own needs, wants, interests and opinions.

Take responsibility of their own personal hygiene.

Developing understanding towards other children when they are struggling with an activity.

- Discussion through daily meal selections
- Daily snack time
- School rules
- Class rules
- Behaviour chart
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Verbally share what some of the class and school rules are and support others to follow them.

More consistently making good behaviour choices.

Greater understanding healthy meals improves our health.

Continuing to develop resilience towards new challenges and task.

Knows why rules are important for self and others.

Shows understanding towards other children when they are struggling with an activity.

- Discussion through daily meal selections
- Daily snack time
- School rules
- Class rules
- Behaviour chart
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Curriculum Objective

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.

Links Across the Curriculum

Art and Design—express ideas and show different emotion., talk and represent ideas and emotions through their creations, give opinion's of others' creations. Geography — showing care towards habitats and creatures / Safeguarding—understanding stranger danger, not everybody is a friend, showing care towards others, building health and positive relationships / History—keeping ourselves safe . E.g. keeping safe around a fire, to know to call 999 in an emergency / P.E—teamwork, forming groups / Science—taking care and nurturing plants. R.E— identifying strong relationships in stories.

Components Autumn Term

Supported through...

Beginning to play with other children.

- Discussion through daily meal selections
- Daily snack time

Beginning to extend and elaborate on play ideas.

- School rules
- Class rules

Beginning to initiates conversations, attends to and takes account of what others say.

- Behaviour chart
- Carpet rules/Carpet Spaces -good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities
- Small groups games, adult lead.

Developing a positive relationship with adults and peers.

- Model good language /behaviour
- Visuals prompts/ visual timetable
- Celebrations and home life sharing activities.

Explains own knowledge and understanding, and asks appropriate questions of others.

- Show and tell sessions
- Role play area
- Talking partners
- Planning activities through children's' interests

Takes steps to resolve conflicts with other children, e.g. finding a compromise.

- Use praise and rewards
- Turn taking activities
- Understand the importance of sharing

Beginning to show turn taking skill, with support.

- Attending special assemblies/ festivals
- Forest schools

Talk partner — taking turns with support.

Developing forming healthy friendships with peers.

Understanding what can make us feel happy, sad, angry and worried.

Knows that other children do not always enjoy the same things.

Components Spring Term

Supported through...

More confidently interacting with others.

- Discussion through daily meal selections
- Daily snack time

Playing more cooperatively with others and forming a story line.

- School rules
- Class rules

Developing to initiates conversations, attends to and takes account of what others say.

- Behaviour chart
- Carpet rules/Carpet Spaces -good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities
- Small groups games, adult lead.

Understanding that we are all unique.

- Model good language /behaviour
- Visuals prompts/ visual timetable
- Celebrations and home life sharing activities.

Building a positive friendship group and across the year group.

- Show and tell sessions
- Role play area
- Talking partners
- Planning activities through children's' interests

Taking steps to resolve conflicts and resolving disagreement with adults support.

- Use praise and rewards
- Turn taking activities
- Understand the importance of sharing

Developing turn taking skills, with support.

- Attending special assemblies/ festivals
- Forest schools

Talk partner — taking turns independently.

Understanding what makes others happy, sad, angry and worried.

Building on emotion of other and recognised this through facial features and gestures.

Components Summer Term

Supported through...

Plays cooperatively with other children.

- Discussion through daily meal selections
- Daily snack time

To show sensitivity to others' needs and feelings

- School rules
- Class rules

Form positive relationships with adults and other children in the wider school.

- Behaviour chart
- Carpet rules/Carpet Spaces -good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities
- Small groups games, adult lead.

Resolving conflict and disagreements with minimal adult support.

- Model good language /behaviour
- Visuals prompts/ visual timetable
- Celebrations and home life sharing activities.

Turn taking more independently.

- Show and tell sessions
- Role play area
- Talking partners
- Planning activities through children's' interests

Being able to recognised others' emotion through facial expressions, gestures and tone in voice.

- Use praise and rewards
- Turn taking activities
- Understand the importance of sharing
- Attending special assemblies/ festivals
- Forest schools

Beginning to understand different points of views and to challenge their own and others' thinking.

Is more able to manage their feelings and tolerate situations in which their wishes or outcomes cannot be met.

Autumn	Spring	Summer
Rules, toilets, wash hands, dry your hands, carpet space, good sitting, good listening, good looking, talk partners, healthy, unhealthy, packed lunch, water bottle, friends, kind, unkind, play, feelings, happy, sad, angry, worried, good behaviour, help, share, safe, celebrate	Rules, toilets, wash hands, dry your hands, carpet space, good sitting, good listening, good looking, talk partners, healthy, unhealthy, packed lunch, water bottle, friends, kind, unkind, play, feelings, happy, sad, angry, worried, good behaviour, help, share, safe, celebrate, celebration, assembly, teamwork, special, unique, friendship, school rules, responsibility, support, good space, good hygiene, challenging, safety, in charge,	Rules, toilets, wash hands, dry your hands, carpet space, good sitting, good listening, good looking, talk partners, healthy, unhealthy, packed lunch, water bottle, friends, kind, unkind, play, feelings, happy, sad, angry, worried, good behaviour, help, share, safe, teamwork, special, unique, friendship, school rules, responsibility, support, good space, good hygiene, challenging, safety, in charge, lead, confident

Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
PHSE	Children will be confident in speaking to others about their own needs, wants and opinions. Children can describe themselves in positive terms and understand that their actions affect other people. Children will understand that people and themselves in the community have an impact on the area in which they live.
No Outsiders	Children to know that they don't have to change to fit in. Children to know that everyone is different and unique and that is okay. Children to discuss how the chameleon tries to change to fit in and that made him miserable. When was he the most happy? When are you the most happy with your friends. Children to know that they can like different things to their friends. Children to be able to choose their favourites and know that there is no right and wrong. Play bingo with four things and find different children who like each thing.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
Establish school routine Sit well on the carpet for short amount of time e.g. assembly Understands rules help stay safe Negotiating space and obstacles safely with consideration of themselves and others Independently accessing the toilets Good hygiene routine establish e.g. independently using a tissue to wipe nose Using tools correctly and safely e.g. scissors, sharp pencils Understanding the importance of a healthy diet Understanding the importance of exercise Communicate needs to peers and adults Express own feelings	C.E—cooking sessions with new equipment, P.E— new equipment being used e.g. rackets / Science—nurturing a plant/ celebration of achievements <hr/> <h3 style="text-align: center;">Character Traits</h3> <hr/> Curiosity Resilient Ambitious Kind Articulate Respectful	Using new equipment inf Food Technology Use of resources and equipment—e.g. flicking paint to create a Holi picture Sports day Science e.g. teeth experiment	English units—Leon and Bob— changes in feeling Diversity in the role play Showing sports people <div style="text-align: right;"> </div>