

Personal, Social and Emotional Development: Self-regulation

Curriculum Objective	Links Across the Curriculum
Self-regulation <ul style="list-style-type: none">• 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	History — leaning new vocabulary—before ,after, now ,yesterday, today ,tomorrow / Geography — What is a map-? Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.. Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are.

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
<div>Begin to show understanding of their own feelings e.g. happy and sad.</div> <div>Beginning to show understanding towards others feelings.</div> <div>Begin to select and use activities and resources .</div> <div>Begin to talk about feelings with key words.</div> <div>Begin to understand that we are all special.</div> <div>With adult support to understand how to achieve an outcome by selecting the right resources and tools.</div> <div>Begin to develop a sense of classroom responsibility.</div> <div>Begin to understand rearwards and sanctions.</div> <div>Beginning to understand why they receive rewards and sanctions.</div> <div>Begin to listen carefully to adults instructions and respond appropriately.</div> <div>Begin to follow single and two step instructions.</div>	<ul style="list-style-type: none">• Model good behaviour• English units of work—e.g. from other character view points . How are the bears feeling when they arrived home.• Explaining and sharing a range of feelings of happy and sad through role plan and stories.• 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• Class displays	<div>To be able to express their own feelings and consider the feelings of others.</div> <div>Identifying and moderate their own feelings socially and emotionally.</div> <div>To understand rewards and certificates for specific reason.</div> <div>To understand how to be rewarded or receive certificate requires achieving a goal.</div> <div>To give more focused attention to adults instruction and responding appropriately.</div> <div>To be able to follow multiple step instruction with support if required.</div> <div>To be able to talk about feelings with key words and phrases.</div> <div>Understanding we are all brilliant in our own way.</div> <div>To understand how to achieve an outcome by selecting resources and tools.</div>	<ul style="list-style-type: none">• Model good behaviour• English units of work—e.g. from other character view points . How are the bears feeling when they arrived home.• Explaining and sharing a range of feelings of happy ,sad, and worried sad through role plan and stories.• 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• Class displays	<div>To be able to express a range of feelings and considering the feelings of others.</div> <div>To work towards a gaol they have chosen and use appropriate tools and resources to the intended outcome.</div> <div>To be able to describe themselves in a positive manner.</div> <div>To be able to anticipate some adult instructions with good understanding of the daily routine and what is expected of them.</div> <div>To be able to follow multiple step instruction with greater independence.</div> <div>Begin to sit and listen to whole school assemblies</div>	<ul style="list-style-type: none">• 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, angry and worried sad through role plan and stories.• 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

Personal, Social and Emotional Development: Managing self

Curriculum Objective	Links Across the Curriculum
<p>Managing self</p> <ul style="list-style-type: none">• 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.	<p>History — leaning new vocabulary—before ,after, now ,yesterday, today ,tomorrow /Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are.</p>

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
Begin to follows class rules.	<ul style="list-style-type: none">• 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• Planning activities through children's' interests• Use praise and rewards• Turn taking activities• Understand the importance of sharing• Healthy and not healthy food activities in the provision• English topic books	Following class and school rules more independently.	<ul style="list-style-type: none">• 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 children's' interests• Use praise and rewards• Turn taking activities• Understand the importance of sharing	<p>Able to verbally share what some of the class and school rules are and support others to follow them.</p> <p>Become more consistent in making good behaviour choices.</p> <p>Greater understanding healthy meals improves our health.</p> <p>Continuing to develop resilience towards new challenges and task.</p> <p>Knows why rules are important for self and others.</p> <p>Able to help other children when they are struggling with an activity.</p> <p>Able to understand why healthy activities are important. E.g. if we don't brush our teeth, they will build up plaque.</p> <p>Become more confidence to speak to other about own needs, wants, interests and opinions.</p> <p>Able to take responsibility of their own personal hygiene.</p> <p>Able to help other children when they are struggling with an activity.</p>	<ul style="list-style-type: none">• 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 children's' interests• Use praise and rewards• Turn taking activities• Understand the importance of sharing• English Topic books• Healthy and non healthy activities in the provision
Begin to understand why rules are important.		Know that rules help us stay safe.			
Begin to remember some class and school rules without an adult reminding.		Understanding the need to behave well in school and make good behaviour choices.			
With adult support begin to try new activities .		More independently trying new activities.			
Becoming more independent in meeting their own needs.		Show resilience towards new challenges and task.			
Begin to demonstrate more independence when it comes to dress and undress.		More awareness of the importance of choice making from right and wrong.			
Begin to understand the importance of healthy snacks and healthy food choices, drink.		Begin to understanding that we need a variety of different healthy food types.			
Begin to understand healthy activities such as brushing teeth.		Develop an understanding of healthy and unhealthy food.			
Begin to understand how the behaviour chart works.		Begin to understand why healthy activities are important. E.g. if we don't brush our teeth, they will build up plaque.			
Being able to navigating around carpet area successfully.		Become more confidence to speak to other about own needs, wants, interests and opinions.			
Begin to understand the importance of drinking water throughout the day.		Able to take responsibility of their own personal hygiene.			
Knowing where a carpet space is.		Able to help other children when they are struggling with an activity.			
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 the classroom to access a variety of resources successfully.					

Personal, Social and Emotional Development: Building Relationships

Curriculum Objective	Links Across the Curriculum
Building Relationships <ul style="list-style-type: none">• 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.	History — leaning new vocabulary—before ,after, now ,yesterday, today ,tomorrow / Geography — What is a map-? Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.. Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are. / Safeguarding— understanding stranger danger, not everybody is a friend, showing care towards others / P.E—teamwork, forming groups /

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
Beginning to play with other children.	<ul style="list-style-type: none">• 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 children's interests• Use praise and rewards• Turn taking activities• Understand the importance of sharing	Become more confidently interacting with others.	<ul style="list-style-type: none">• 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 children's interests• Use praise and rewards• Turn taking activities• Understand the importance of sharing	Plays cooperatively with other children.	<ul style="list-style-type: none">• 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 children's interests• Use praise and rewards• Turn taking activities• Understand the importance of sharing
Beginning to extend and elaborate on play ideas.		Starting to Play more cooperatively with others and forming a story line.		To show sensitivity to others' needs and feelings	
Beginning to initiates conversations, attends to and takes account of what others say.		Developing to initiates conversations, attends to and takes account of what others say.		Form positive relationships with adults and other children in the wider school.	
Developing a positive relationship with adults and peers.		Begins to understanding that we are all unique.		Resolving conflict and disagreements with minimal adult support.	
Begin to Explain own knowledge and understanding, and asks appropriate questions of others.		Begin to build a positive friendship group and across the year group.		Turn taking more independently.	
With adult support begin to takes steps to resolve conflicts with other children, e.g. finding a compromise.		Starting to take steps to resolve conflicts and resolving disagreement with adults support.		Being able to recognised others' emotion through facial expressions, gestures and tone in voice.	
Beginning to show turn taking skill, with support.		Begin to develop turn taking skills, with support.		Beginning to understand different points of views and to challenge their own and others' thinking.	
Beginning to develop forming friendships with peers.		Begin to talk partner — taking turns independently.		Is more able to manage their feelings and tolerate situations in which their wishes or outcomes cannot be met.	
Begin to understand what can make us feel happy or sad.		Able to understand what makes others happy, sad, angry and worried.			
Begin to understand similarities and differences .		Building on emotion of other and recognised this through facial features and gestures.			

Vocabulary		
Autumn	Spring	Summer
Paintbrush, colouring pencils, felt tip, scissors, glue stick, stick, cut, fold, peel, put together, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin, balance, stretch, find space, warm up, cutlery, left, right, pincer grip, tri-pod grip, whole hand grasp, roll, walk, run, skip, crawl, jump, hop and climb, fast and slow, big and small, scrunch, tall, tip toe, football, dribble, goal, cones	Paintbrush, colouring pencils, felt tip, scissors, glue stick, stick, cut, fold, peel, put together, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin, dominant hand, balance, stretch, find space, warm up, cutlery, left, right, pincer grip, tri-pod grip, whole hand grasp, roll, walk, run, skip, crawl, jump, hop and climb, fast and slow, big and small, scrunch, tall, tip toe, dominant hand and foot, racket, tennis ball, swing, bounce, cones,	Paintbrush, colouring pencils, felt tip, scissors, glue stick, stick, cut, fold, peel, put together, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin, dominant hand, balance, stretch, find space, warm up, cutlery, left, right, pincer grip, tri-pod grip, whole hand grasp, roll, walk, run, skip, crawl, jump, hop and climb, fast and slow, big and small, scrunch, tall, tip toe, dominant hand and foot, racket, tennis ball, bounce, cones, athletics, locomotion, speed, distance, bent knees, leap, safe landing, agility, technique, measure, levels, race walking, route

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.
Science	Learn about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)
Geography	Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.
Art	Children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks and materials to represent the human form.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
Hold a pencil effectively using a tripod grip Negotiating space and obstacles safely with consideration of themselves and others Demonstrate strength, balance and coordination Moving effectively in a variety of ways Performs different songs and dances Moves in time with the music Using a range of tools confidently	P.E lessons / Kimbles - dance / learning about growth through planting e.g. sunflower seeds / creating art work linked to learning e.g. The Very Hungry Caterpillar <div>Character Traits</div> <div>Curiosity Resilient Ambitious Kind Articulate Respectful</div>	Making sugary Chin Chin biscuits—WOW session visit from a person from Africa with traditional African clothes. Use of resources and equipment—e.g. flicking paint to create a Holi picture Junk modelling—make a cottage house- Goldilocks and the 3 bears Sports day Science— health and not health foods	Culture dances with related music. Access to a variety of different musical instruments, e.g. African drums, etc. Showing sports people Diversity in the books e.g. Ten little fingers and ten little toes and Baby goes to market. Visual aids—showing a range or ability, race and culture. Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc.