

| WRENBURY PRIMARY SCHOOL | | | | | | |
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| EYFS – Personal, Social and Emotional Development | | | | | | |
| | N1 Autumn | N1 Spring | N1 Summer | N2 Autumn | N2 Spring | N2 Summer |
| Self Regulation | <p>Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> | | | <p>Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Can the child settle to some activities for a while?</p> | | |
| | <p>Once comfortable with their key worker, other staff to build relationships with the children. Provided opportunities for children to access activities independently. Tell social stories about incidents that have happened in the setting where children have made the right choices.</p> | <p>Positive relationships that have been built between the children and different staff will help children settle if their key worker is not in the session. Children to be given clear and appropriate boundaries and routines. Read books together such as ‘Elephant learns to Share’ and ‘Tiger has a Tantrum’ and talk about them.</p> | <p>Children to be encouraged to express their feelings through words like ‘sad’, ‘upset’ or ‘angry’. When children become more independent and start rejecting help or saying ‘no’, adult to ensure that routines and boundaries are maintained to support children in their self-regulation.</p> | <p>Provide areas and opportunities to support children who struggle to share and manage conflicts. Positive play and cooperation to be modelled to the children through play, encouraging children to join in with new friends.</p> | <p>Children with high levels of negative emotion need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them</p> | <p>Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise. Children to confidently follow simple rules, routines and boundaries.</p> |

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| Managing Self | <p>Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Express preferences and decisions. They also try new things and start establishing their autonomy. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborate ways: "I'm sad because..." or "I love it when..."</p> | <p>Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Begin to understand how others might be feeling. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Does the child take part in pretend play (for example, being 'mummy' or 'daddy?') Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> |
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| | <p>Provide opportunities to talk about the children's feelings "I can see it's hard to wait, just a minute and then it's your turn to go down the slide." Model useful phrases like "Can I have a turn?" or "My turn next."</p> <p>Use mirrors to explore different emotions the children can show – explore making different emotions, how does our faces look?</p> | <p>Recognise, talk about and expand on children's emotions. For example, you might say: "Sara is smiling. She really wanted a turn with the truck."</p> <p>Play simple games to explore different emotions, such as pass the bag around the groups with pictures – how is the person feeling? How do we know? Why might they be feeling this way? What can we see in the picture?</p> | <p>Provide children with the opportunity to talk about differences. Staff to provide answer their questions straightforwardly.</p> <p>Help children develop positive attitudes towards diversity and inclusion. Help all children to feel that they are valued, and they belong.</p> <p>Use story times with props can engage children in a range of emotions. They can feel the family's fear as the bear chases them at the end of 'We're Going on a Bear Hunt'. They can feel relief when the Gruffalo is scared away by the mouse.</p> | <p>Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack</p> <p>Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.</p> <p>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</p> | <p>Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving</p> | <p>Invite trusted people into the setting to talk about and show the work they do. Some examples of this might be plumbers, artists or firefighters. Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.</p> <p>Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</p> |
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| Building Relationships | Develop friendship with other children. Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? | | | Play with one or more other children, extending and elaborating play ideas. Talk with others to solve conflicts. Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Around the age of 4, does the child play alongside others or do they always want to play alone? | | |
| | Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in Play games where children name everyone in the group, such as passing the ball or who is under the blanket. | Model simple play with other children, adult to engage in play with both children, encouraging children to engage in play together. Give praise when sitting together of positive relationships seen during playtime, Make valentines and special cards and gifts for your friends – set up a friendship badge station. | Adult to model good talking to a friend. Adult to introduce the conversation, asking other children what they think and including them in the conversation. For example: "I like eating bananas too, what do you like?" "Why don't you tell your friend what you like to eat?". Children fill in books at home to include photos of family, holidays and favourite things. Children share these books with each other. | Children to be involved in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children's fascination with space. | Support children to carry out decisions, respecting the wishes of the rest of the group. Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide wigs reflecting different ethnicities, combs and brushes etc. to stimulate pretend play around their interest. | Children to be able to play cooperatively with a friend and share resources during play. Children to have built positive relationships with staff. |