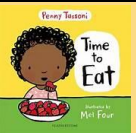
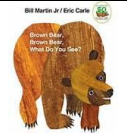
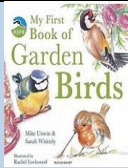
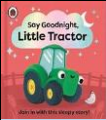
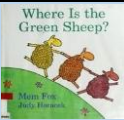
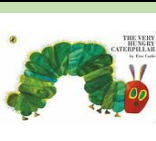
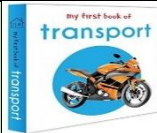
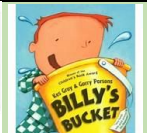
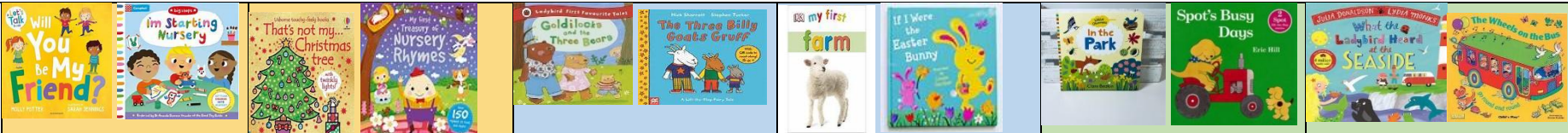




Statutory Guidance from the EYFS Framework for Personal, Social and Emotional Development:

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.

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
	Ongoing – All about me, starting nursery, special people (family members, Key Person due to children arriving at different times of the year). Refer to Autumn 1					
Potential Themes/ Interests of children	I can do it! Starting Nursery Special people (family, Key Person) Autumn	Food and Drink Colours Christmas Winter	Dinosaurs Night and Day Big and small animals	Spring On the Farm Favourite stories and songs Easter arts and crafts	Superheroes Out and about Minibeasts	Summer Transport and travel Water
Possible Celebrations & Experiences	Harvest Friendship month	Bonfire Night, World Food Day, Christmas Nativity, Diwali, Nursery Rhyme week (Nov)	Lunar New Year / Chinese New Year Big School's Birdwatch Storytelling week Pancake Day	Mother's day, World Book Day World Sleep Day Easter egg hunt.	National Pet Month (April) Earth Day	Eat your veg day (June) World Oceans Day Father's Day
Suggested Texts – Fiction and Non- Fiction	 	 	 	 	 	 

	
The 3-4-year-olds expectations in Personal, Social and Emotional Development for reference. Where are children going?	Self-regulation – Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Managing self – Be increasingly independent as they get dressed and undressed, for example putting on coats and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Building relationships – 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 children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Understand gradually how others might be feeling.



	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Self-Regulation Intent Vocabulary Implementation	Find ways of managing transitions e.g. from parent to Key Person. Find ways to calm themselves through being calmed and comforted by their key person. Hello, goodbye, wave, point, calm, better, feel, want, need, help, cry, cuddle, comforter Ensure there is always someone to provide comfort and support (ongoing).	Establish their sense of self. Express preferences and decisions. Try, help, want, need, cry, choice. Respond and build on children's expressions, gestures and talk – play games such as point to your eyes, nose, ear etc.	Feel strong enough to express a range of emotions. Safely explores emotion beyond their normal range through play and stories. Talks about feelings in more elaborate ways. Sad, happy, help, try, scared, upset, angry, story, feel, strong, able. Ensure there is always someone to provide comfort and support (ongoing). Encourage children to take an interest in stories – build on familiarity so re-read and with props. Model a range of emotions and link to characters. Use feelings vocabulary and show facial expressions to match.	Start to feel more confident when taken out of the setting. Safely explores emotion beyond their normal range through play and stories. Talks about feelings in more elaborate ways. Sad, happy, help, try, scared, upset, angry, story, feel, strong, able, go, out, explore, about, new. Encourage children to take an interest in stories – build on familiarity so re-read and with props. Model a range of emotions and link to characters. Use feelings vocabulary and show facial expressions to match.	Feel more confident when taken out around the local neighbourhood and enjoy exploring new places with their Key Person. Safely explores emotion beyond their normal range through play and stories. Talks about feelings in more elaborate ways. Sad, happy, help, try, scared, upset, angry, story, feel, strong, able, go, out, explore, about, new. Encourage children to take an interest in stories – build on familiarity so re-read and with props. Model a range of emotions and link to characters. Use feelings vocabulary and show facial expressions to	Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their Key Person. Sad, happy, help, try, scared, upset, angry, story, feel, strong, able, go, out, explore, about, new. Arrange resources inside and outside to encourage children's independence and growing self-confidence. Provide treasure baskets that can be moved around.

					match. Arrange resources inside and outside to encourage children's independence and growing self-confidence. Provide treasure baskets that can be moved around.	
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Managing Self	Learn to use the toilet with help.	Learn to use the toilet with help and then independently.	Learn to use the toilet with help and then independently.	Learn to use the toilet with help and then independently.	Learn to use the toilet with help and then independently.	Learn to use the toilet with help and then independently.
Intent						
Vocabulary	Help, try, toilet, potty, sink, wash, flush, hands, body parts, dry, paper.	Thrive as they develop self-assurance.	Help, try, toilet, potty, sink, wash, flush, hands, body parts, dry, paper.	Grow in independence sometimes rejecting help.	Grow in independence sometimes rejecting help.	Grow in independence sometimes rejecting help.
Implementation	Notice when children are ready to begin toilet training and discuss this with parents. Provide consistent, warm and responsive care at first centre this around the key person.	Look back as they crawl or walk away from their Key Person. Help, try, toilet, potty, sink, wash, flush, hands, body parts, dry, paper, happy, look, want, need. Notice when children are ready to begin toilet training and discuss this with parents. Provide consistent, warm and responsive care at first centre this around the key person and in time children can develop relationships with other adults in the setting.	Notice when children are ready to begin toilet training and discuss this with parents. Ensure there is always someone to provide comfort and support.	Begin to show 'effortful control' e.g. waiting their turn. Help, try, toilet, potty, sink, wash, flush, hands, body parts, dry, paper, on own, wait, turn, take. Notice when children are ready to begin toilet training and discuss this with parents. Show warmth and affection combined with boundaries and routines. Encourage children to use words such as sad, angry, upset. Notice and talk about children's feelings – acknowledge that is ok, offer help and suggestions. Model phrases such as 'Can I	Begin to show 'effortful control' e.g. waiting their turn. Help, try, toilet, potty, sink, wash, flush, hands, body parts, dry, paper, on own, wait, turn, take. Notice when children are ready to begin toilet training and discuss this with parents. Show warmth and affection combined with boundaries and routines. Encourage children to use words such as sad, angry, upset. Notice and talk about children's feelings – acknowledge that is ok, offer help and	Be increasingly able to talk about and manage their emotions. Help, try, toilet, potty, sink, wash, flush, hands, body parts, dry, paper on own, wait, turn, take, feel, happy, sad, angry, upset, feel, feeling. Notice when children are ready to begin toilet training and discuss this with parents. Show warmth and affection combined with boundaries and routines. Encourage children to use words such as sad, angry, upset. Notice and talk

		Encourage babies and toddlers to explore inside and outside – smile and look encouraging for reassurance.		have a turn please' or 'My turn next'.	suggestions. Model phrases such as 'Can I have a turn please' or 'My turn next'.	about children's feelings – acknowledge that is ok, offer help and suggestions. Model phrases such as 'Can I have a turn please' or 'My turn next'.
Building Relationships Intent Vocabulary Implementation	Engage with others through gesture, gaze and talk. Develops friendships with other children. Point, stare, gaze, talk, friend, friendly, kind, gentle, hello, goodbye, play. Help toddlers and young children make informed choices from a limited range of options. Support and model ways for children to find ways into play and friendships with other children – suggest ways to join in and model inclusivity.	Engage with others through gesture, gaze and talk. Notice and ask questions about differences between people. Develops friendships with other children. Point, stare, gaze, talk, friend, friendly, kind, gentle, see, notice, same, different, hello, play, goodbye. Help toddlers and young children make informed choices from a limited range of options. Be open about what	Engage with others through gesture, gaze and talk. Notice and ask questions about differences between people. Develops friendships with other children. Point, stare, gaze, talk, friend, friendly, kind, gentle, see, notice, same, different, hello, play, goodbye. Help toddlers and young children make informed choices from a limited range of options. Be open about what children say about differences and answer	Use engagement to achieve a goal. Notice and ask questions about differences between people. Develops friendships with other children. Want, need, help, choice, point, stare, gaze, talk, friend, friendly, kind, gentle, see, notice, same, goodbye, please, thank you. Help toddlers and young children make informed choices from a limited range of options. Be open about what children say about differences and answer any	Use engagement to achieve a goal. Develops friendships with other children. Want, need, help, choice, point, stare, gaze, talk, friend, friendly, kind, gentle, see, notice, same, different, hello, play, goodbye, please, thank you. Help toddlers and young children make informed choices from a limited range of options. Support and model ways for children to find ways into play and friendships with other children – suggest ways to join in and model inclusivity.	Use engagement to achieve a goal. Notice and ask questions about differences between people. Develops friendships with other children. Want, need, help, choice, point, stare, gaze, talk, friend, friendly, kind, gentle, see, notice, same, goodbye, please, thank you. Help toddlers and young children make informed choices from a limited range of options. Be open about what children say about

		children say about differences and answer any questions – model positive attitudes towards diversity. Support and model ways for children to find ways into play and friendships with other children – suggest ways to join in and model inclusivity.	any questions – model positive attitudes towards diversity. Support and model ways for children to find ways into play and friendships with other children – suggest ways to join in and model inclusivity.	questions – model positive attitudes towards diversity. Support and model ways for children to find ways into play and friendships with other children – suggest ways to join in and model inclusivity.		differences and answer any questions – model positive attitudes towards diversity. Support and model ways for children to find ways into play and friendships with other children – suggest ways to join in and model inclusivity.
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