



EYFS Curriculum PSED

Look out for the ...

little citizens

in the Early Years at Rood End

EYFS Educational Programme s must involve activities and experiences for children, as set out under each of the areas of learning

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 9 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.

Environment & Play

The environment is planned so that children can choose to learn indoor and out. There are a variety of play areas and resources available to children so that they can select and decide what they want to play with. The environment is organised and calm and each day follows a set timetable so that routines are familiar. There is opportunity for children to interact with their peers or choose to play alone. The learning space is set out to enable children to practise, repeat, make mistakes, embed and improve ideas or try something new every single day, morning or afternoon!

Look at the opportunities for us to self-regulate and manage our feelings as you walk around our setting.

At Rood End we:

Help children to understand themselves and others in a familiar environment with familiar routines. Our 'text led' approach to the curriculum enables children to experience different emotions and learn how we express our feelings through characters and personal experiences.

We believe that developing a positive sense of self and understanding how we can make positive choices is fundamental to building healthy minds that will support them with everyday challenges that they will face tomorrow and in later years

We do not 'do' topics, we play, explore and fill gaps in knowledge. We follow children's interests and we link ideas helping children make connections. The Jigsaw scheme is also used to complement our everyday experiences.

We believe that the children can learn a lot about themselves through play and interacting socially with peers!

Vocabulary Development

We know how important it is for children to use, understand and expand their spoken vocabulary. Each EYFS classroom has a dedicated time on the timetable to activate and introduce words that link to the world around us. We have a 'Talk' table/display to show the words, and linked objects, that we are focusing on. This is our conversation station that is linked to the 'text' of the week. All stories that are read to children have a planned approach to teaching words using the word aware strategies that can be further developed through play and creativity. Feelings and emotional vocabulary is regularly introduced and used.

We ensure that children learn to use the correct words and vocabulary to name and describe feelings as well as modelling 'how' we can resolve, regulate and behave in appropriate ways.

PRIME AREA - Personal, Social & emotional Development			Role of Adults	
	Self-Regulation	Managing Self	Building Relationships	
Nursery (overall)	<ul style="list-style-type: none"> ❖ Can name emotions sad, happy, scared, hungry, tired, ❖ Begin to understand how others might be feeling ❖ Will complete an activity, task or job that is direct by an adult ❖ Will wait for what they want with support ❖ Will accept solutions from an adult if there is conflict or rivalry ❖ Understands that they may need to wait whilst others needs are being met – with less encouragement 	<p>Follows the rules of the environment – requiring limited reminders/support (visually/verbally)</p> <p>Will stay at an activity of ow choice for a sustained amount of time (developmentally appropriate)</p> <p>Shows a higher level of engagement in self-chosen activities</p> <p>Begins to persevere at an activity of increasing challenge with some encouragement</p> <p>Selects activities and resources with increasing independence</p> <p>Will attempt to put on own coat, attempts to fasten</p> <p>Will go to the toilet by self (asks for help if needed)</p> <p>Will wash and dry hands without prompt sor support</p> <p>Becomes independent at snack time – pierces straw in milk / peels a banana, bites an apple</p> <p>Knows about brushing teeth and can talk about own experience</p> <p>Can say why we brush our teeth and clean our hands/body</p>	<ul style="list-style-type: none"> ❖ Will play alongside other children and looks at what they are doing in the seetiing ❖ Will play with one other erson or a small group and extend play ideas ❖ Joins in with group games / physical games and adults ❖ Shows friendly behaviour towards others in the setting – children & adults ❖ Happy to leave parents/carers and be in the company of the adults ❖ Will seek an adult when wanting to join in with new activities / play situations ❖ During pretend play- enjoys dressing up and playing with others 	<ul style="list-style-type: none"> ❖ High Quality Adult interactions ❖ CoET&L ❖ Play partnering/with ❖ Modelling behaviour ❖ Talks through behaviour ❖ Helps children to talk about feeling ❖ Display and talk through visual timetable/routines ❖ Eye level play ❖ Support children’s interests ❖ Empower children’s ideas ❖ Give children responsibility for ‘helping’ in the environment ❖ Clear stop / tidy times ❖ Behaviour system – consistent use ❖ Use emotive language ❖ Story-telling to support empathy
Nursery Autumn 2	<ul style="list-style-type: none"> ❖ Talk about feelings – happy, sad, angry 	<p>Selects activities of their own choice</p> <p>Sometimes asks to do activities that are not visible</p> <p>Selects resources with help to achieve their own self direct goal or one that has been suggested/ led by and adult</p> <p>Remembers the nursery rules without needing constant adult support/reminders (occasional)</p>	<ul style="list-style-type: none"> ❖ Sometimes manages to share or take turns with others ❖ Showing some understanding of waiting for others to have their turn ❖ With adult guidance accept sand shows understanding of ‘yours/ your turn’ and ‘mine/ my turn’ ❖ Settles to activities for a while in the company of others (may not be communicating)(age app) 	

Spring 2	<ul style="list-style-type: none"> ❖ Shows more confidence in newer social situations ❖ Looks at pictures of faces and recognises feelings making some links with own experiences. 	<p>Shows appropriate ways of choosing what he/she wants/needs</p> <p>Demonstrates appropriate ways of being assertive</p>	<ul style="list-style-type: none"> ❖ Increasingly independent in meeting own care needs – toilet / washing hands and drying them ❖ Selects own belongings and gets ready for home times/ playtimes/ forest – following routines ❖ Talks about washing/bathing/ fruit and tooth brushing when talking about healthy bodies 	<ul style="list-style-type: none"> ❖ Quieter spaces for reflection ❖ Opportunities to be independent ❖ Opportunities for self-dressing ❖ Parental relationships ❖ Organised environment ❖ Calm environment ❖ Safe challenges/risk take ❖ Proud walls – work displayed
Reception overall	<ul style="list-style-type: none"> ❖ Can name a wider range of emotions (upset, angry, worried, angry, frustrated, tired, excited, surprised) ❖ Can regulate own emotions needing very little support ❖ Self-motivated to complete tasks, jobs, activities in the learning space recognising that their behaviour is valued ❖ Thinks about the feelings of others when playing and when resolving a conflict or an issue ❖ Will wait for longer periods accepting that they need to share attention ❖ Recognises behaviour that is right/ positive and behaviour that is not in story and scenarios – suggests ways to overcome difficult situations 	<p>Follows the rules of the setting and can do this consistently with different adults</p> <p>Understands that choices made in the setting have consequences and can manage disappointments independently</p> <p>Confident to try new activities and shows perseverance when activities offer challenge</p> <p>Talks about and sets out own goals of what they want to achieve during a learning session.</p> <p>Can dress for outdoors independently and manages fastenings for themselves and others</p> <p>Is able to go to the toilet independently and manages personal hygiene without supervision</p> <p>Knows how to brush teeth effectively and can say why tooth brushing and oral care is important.</p> <p>Knows and talks about how to stay healthy : foods / diet / exercise /screen time/bedtimes</p> <p>Talks about how to stay safe – stranger awareness, road safety, trusted adult</p>	<ul style="list-style-type: none"> ❖ Plays with others and shares resources/equipment without adult support ❖ Plays with greater co-operation – working together to plan, make, discover, build and create ❖ Forms positive relationships with all adults even the less familiar ones 	<ul style="list-style-type: none"> ❖ Photos of children & families to feel ownership of environment
Aut 2	<ul style="list-style-type: none"> ❖ Child generally able to negotiate solutions and conflicts in play ❖ Able to express own feelings and think about the feelings of others in actions and through story 	<ul style="list-style-type: none"> ❖ Be independent in meeting own care needs ❖ Make healthy choices about food and drink and tooth brushing 	<ul style="list-style-type: none"> ❖ Builds respectful relationships with others ❖ Builds constructive friendships with others ❖ Shows kindness 	
Spr 2	<ul style="list-style-type: none"> ❖ Identify own feelings and be able to moderate these socially and emotionally 	<ul style="list-style-type: none"> ❖ See themselves as a valuable individual ❖ Uses the motto of 'not giving up' when faced with challenge (resilience) ❖ Talks about things that they do to keep their bodies healthy (tooth brushing, bathing, washing hands, using tissue) 	<ul style="list-style-type: none"> ❖ Thinks about the viewpoint of others - demonstrates this during co-operative play ❖ Shows caring behaviour towards peers (own choice) 	

		<ul style="list-style-type: none">❖ Talks about how to have a healthy mind (outdoors / screen time) Knows somethings that will keep them safe in the community <ul style="list-style-type: none">– crossing roads / adults <ul style="list-style-type: none">❖ Can talk about learning behaviours relating to the 'animals' in class (not giving up, team player, caring, being resourceful..)		
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Photographs to be added here to show what learning looks like at Rood End....