



Sequenced learning and skills Preschool age 2-4 and Reception



Personal, Social and emotional development

EYFS Statutory Educational Programme: 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.

Personal, Social and Emotional Development is one of three Prime Areas within the Early Years Foundation Stage. We understand that all aspects of PSED are fundamental to a child's development and learning journey.

We know that children need to feel happy, safe and secure in order for them to learn and reach their full potential. This area of learning is prioritised; our experienced practitioners are trained to skilfully tune in to the needs and interests of each unique child as they support them to settle into Preschool. Every child has their own key person who will spend time building a secure relationship and spend time observing and assessing their key children.

We ensure that children have high levels of wellbeing and we empower children to accept that all emotions should be validated and accepted. Self-help strategies are suggested and modelled by all of our Preschool team to support children's mental health and to develop an awareness of self-regulation.

High expectations for independence ensure that children are able to understand and attend to their own bodily needs when they are developmentally ready. This promotes confidence and self-belief.

Termly assessments are carried out and appropriate next steps are put in place for the child's key person and parents to work on at home.



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	<p>1-1 interventions are put in place and referrals made where appropriate.</p> <p>Observational checklists are used as part of our starting points/termly assessments.</p>
<p>Preschool 0-3 years will be learning to:</p>	<p>We will support this by: Using non- statutory guidance, development matters, Birth to 5 and our own curriculum and:</p>
<ul style="list-style-type: none"> ● Find ways to calm themselves, through being calmed and comforted by their key person. ● Establish their sense of self. ● Express preferences and decisions. They also try new things and start establishing their autonomy. ● Engage with others through gestures, gaze and talk. ● Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. ● Find ways of managing transitions, for example from their parent to their key person. ● Thrive as they develop self-assurance. ● Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. ● Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 	<ul style="list-style-type: none"> ● Home visits ● Welcome visits with a guided tour of the setting ● Unique and individual settling in process ● Quality time for key person and child to play together ● Each child has their own key person and supportive adults in the setting ● Parent sessions for parents to share their child' learning at Preschool ● Staff label simple feelings and emotions ● Support with self-help skills ● Promoting independence



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- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- 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.
- 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.
- 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, religion and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently.
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Preschool $\frac{3}{4}$ year olds will be learning to:



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| <ul style="list-style-type: none">● 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.● Develop their sense of responsibility and membership of a community.● 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.● 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 other children, extending and elaborating play ideas. F● Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.● 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'.● Understand gradually how others might be feeling. | <ul style="list-style-type: none">● Intervention groups for children who need more intensive support● Opportunities to practise taking turns with peers● Practitioners plan around children's shared interests● Learning experiences are a balance of adult led and child led to support children working together● Opportunities for parents to engage in their child learning● Visual daily routine● Visual aids where appropriate● Independence encouraged throughout the setting● Transitions are carefully planned for● Sand timers are available and modelled by adults to support turn taking● Supporting the children to recognise their own emotions and beginning to be able to self-regulate |
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<ul style="list-style-type: none"> ● 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. 	
<p>Reception will be learning to:</p>	<p>We will support this by:</p>
<ul style="list-style-type: none"> ● see themselves as a valuable individual ● build constructive and respectful relationships ● express their feelings and consider the feelings of others ● show resilience and perseverance in the face of challenge ● identify and moderate their own feelings socially and emotionally ● think about the perspectives of others ● manage their own needs and personal hygiene ● know and talk about the different factors that support their overall health and wellbeing including: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' 	<ul style="list-style-type: none"> ● Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other ● Weekly PSHE lesson, where feelings and emotions are discussed. ● Stories with other people's perspectives are used throughout the provision and opportunities to discuss other people's viewpoints planned for. ● Stories with different characters are used and children discuss what they know and understand about the characters. ● Continuous provision set up with deliberate issues to solve. This promotes teamwork and listening to others ideas. ● Visits from professionals to show how to keep healthy - school nurse for hand washing, dentist for looking after teeth etc.



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- having a good sleep routine
- being a safe pedestrian

- Planned walks in and around the local area to practise safe walking and spatial awareness.
- Bucket group for listening and attention
- Opportunities to practise taking turns with peers
- Supporting the children to recognise their own emotions and beginning to be able to self-regulate