

















Reception Long Term Plan : OUR PSED MILESTONES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 All about me!	 Celebrations	 To Infinity and Beyond!	 The Land Before Time	 How does your Garden Grow?	 All Around the World
Personal, Social and Emotional Development: <ul style="list-style-type: none"> Managing Self Self regulation Building relationships 	<ul style="list-style-type: none"> To talk about their feelings To talk with others to solve conflicts To develop appropriate ways of being assertive To show more confidence in new social situations To increasingly follow rules, understanding why they are important. To be able to see themselves as a valuable individual. To know what to do if they are feeling worried about something. To be able to give focused attention to what their peers and the teachers say. To be increasingly independent in meeting their own care needs To make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> To know how to be a good friend. To be able to work and play cooperatively and take turns with others To be able to build constructive and respectful relationships. To be able to express their feelings and consider the feelings of others. To think about the perspectives of others To further develop the skills they need to manage the school day successfully To be increasingly independent as they get dressed or undressed. 	<ul style="list-style-type: none"> To be able to show resilience and perseverance in the face of challenge. To be able to identify and moderate their own feelings socially and emotionally. To be able to display confidence to try new activities To be able to manage own basic hygiene and personal needs To be able to talk about what is fair and what is not fair. To make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. To be able to display confidence to try new activities. To be able to explain the reasons for rules and know right from wrong. To be able to manage own behaviour. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG) To be able to set and work towards simple goals, being able to wait for what they want and control their impulses. (ELG) To be confident to try new activities and be able to explore different ways of doing things. (ELG) To be able to explain the reasons for rules and know right from wrong and try to behave accordingly. (ELG) To work and play cooperatively and take turns with others. (ELG) To be able to show sensitivity to their own and to others' feelings. (ELG) 	<ul style="list-style-type: none"> To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG) To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) To form positive attachments to adults and friendships with peers. (ELG)
Checkpoints	<ul style="list-style-type: none"> Can sustain concentration on an activity Can identify a wide range of feelings Can focus attention in a whole class setting Is willing to keep trying if something is difficult Makes independent choices and is confident to try new things. Perseveres with fastenings on coat and follows instructions for dressing/undressing. Is aware of the needs of others Interacts with a variety of children Is able to identify when another child is upset and respond appropriately Displays good dental hygiene 		<ul style="list-style-type: none"> Can talk about their feelings and the feelings of others Responds well to more complex instructions in smaller groups Completes tasks/challenges independently Is able to talk about the ways that skills can be improved to demonstrate pride in achievements More confident to tackle new challenges Follows class rules and can talk about their importance. Can cooperate with others, listening and having some ideas and will listen to advice about how to solve disagreements. Uses words to solve conflicts Takes turns in group activities Identifies how others feel and responds appropriately. 		Can children confidently demonstrate the ELG skills?	



Reception Long Term Plan : OUR PSED LEARNING ACTIVITIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 All about me!	 Celebrations	 To Infinity and Beyond!	 The Land Before Time	 How does your Garden Grow?	 All Around the World
Personal, Social and Emotional Development EP	<p>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.</p>					
<ul style="list-style-type: none"> Managing Self Self regulation Building relationships 	<p>All about me What makes me special? Who are my special people? How do I feel? How have I changed? Know that some actions and words can hurt others feelings. Oral hygiene: Modelling how to brush our teeth Handwashing Learning class rules Understanding rewards and consequences Making healthy choices Putting own socks and shoes on</p>	<p>Same and different families Same and different celebrations Same and different beliefs Same and different daily routines How can I show that I care about others? How can I show respect? How can I show fairness? Getting dressed for PE with less support</p>	<p>Keeping myself safe Safe indoors and outdoors Keeping safe online People who help to keep me safe Listening to the needs of others and responding appropriately To independently go to the toilet and wash my hands at the right times To identify foods that are healthy or unhealthy and design a healthy lunchbox To explain how I brush my teeth and stay healthy</p>	<p>The qualities of a good friend How am I a good friend? Being helpful at home and caring for our classroom Caring for our world Looking after money Healthy eating: Fruit kebabs</p>	<p>Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating Importance of exercise Being kind to living creatures Taking care of animals (butterflies)</p>	<p>How have I changed this year? What can I do now that I couldn't do in September? Identifying similarities and differences between people around the world Demonstrate our class rules and behavioural expectations to new starters Meet new Y1 teacher and establish a relationship What am I looking forward to in Year 1?</p>