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|  | **PSED Nursery** | | | | | | | | |
|  | **Development Matters** | | | | | | | | |
|  | 1. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults  2. Takes steps to resolve conflicts with other children, e.g. finding a compromise.  3. Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organize their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.  4. Expresses own preferences and interests.  5. Is more outgoing towards unfamiliar people and more confident in new social situations and is confident to talk to other children when playing, and will communicate freely about own home and community.  6. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas  7. Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  8. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  9. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  10. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.  11. Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. | | | | | | | | |
|  | **Knowledge** | | | | | | | **Skills** | |
|  | * Know how to play together and how to share * Know about own feelings so they can begin to understand the feelings of others * Know what makes them feel happy and sad * Know when they do or don’t need help * Know what behaviours are unacceptable * Know the consequences of behaviours | | | | | | | * Listen to others * Play cooperatively and take turns * Show sensitivity * Form positive relationships with adults and other children * Be able to say what they like and dislike * Using rules to help them manage their behavior * Be able to accept changes to routine | |
| Themes | * **Managing feelings** * **Staying safe** * **Celebrating strengths and differences** * **Conflict and resolution** * **Healthy lifestyles** * **Physical and emotional changes growing up** | | | | | | | | |
|  | **Autumn 1** : D4 D5 D7 D8 | | | | | | | | Vocab |
|  | Knowledge | | | | Skills | | | | School, class, friends, feelings, share, rules, fair, others, happy, sad. |
| **Being me in my world** | To understand and follow routines.  To know the names of other children in Nursery. | | | | To be confident to leave their carer.  To develop relationships with adults and peers.  To be able to adapt behavior.  To express own preferences. | | | |
|  | 1. Who am I? What do I like? Express preferences in Nursery.  2. Learn and sing friends songs. To learn each other’s names.  3. Read Mine. sharing  4. Watch This is my house. Sharing.  5. What makes me happy?  6. What makes me sad? | | | | | | | | |
|  | **Autumn 2 D3 D4 D7** | | | | | | | | Vocab |
| **Celebrating Difference** | **Knowledge** | | | | | **Skills** | | | Same, different, people, kind, unkind, share, help, feelings, |
| Know everyone is different.  Understand that our differences are what make us, us. | | | | | To develop resilience,  To develop turn taking and sharing skills. | | |
|  | 1. To understand how we are similar to and different from one another. Do we look the same?  2. To understand how we are similar to and different from one another. Do we like the same things?  3. Mr Bump. Don’t give up.  4. Little Miss Helpful. Sharing and taking turns.  5. Little Red Riding Hood. Know how to keep yourself safe. | | | | | | | | |
|  | **Spring 1 D3 D4 D7 D8** | | | | | | | | Vocab |
| **Helping hands** | **Knowledge** | | | | | | **Skills** | | Sad, happy, angry, excited, scared.  Help, share, team work, |
| To know how they can help others.  To understand that their behavior affects the feelings of others. | | | | | | To develop resilience, to keep trying.  To be helpful.  To develop sharing skills.  To use vocabulary related to feelings. Happy, sad, angry, upset. | |
|  | 1. How can we help each other? Little Miss helpful.  2. How do others help us? Being grateful- link to manners.  3. What is team work? Helping each other. Link to text Farmer Duck.  4. This is our house story. How did the other children feel?  5. Role play with George. How did I make him feel? Understanding how our words can make others feel.  5. Develop feelings vocabulary via texts. | | | | | | | | |
|  | **Spring 2 D4** | | | | | | | | Vocab |
| **Healthy Me** | **Knowledge** | | | **Skills** | | | | | Healthy, unhealthy, sugar. Link to tooth-brushing, cavity, plaque, germs.  safe, danger  Road, car, crossing, |
| To know it is important to eat healthy foods.  To know how to safely cross a road.  To understand that roads can be dangerous places. | | | To be able to identify which foods are healthy.  To sort healthy and unhealthy foods. | | | | |
|  | 1. Road safety visitor. Follow up outside with zebra crossing. 2. Which foods are good/bad for us? 3. Make healthy fruit kebabs. 4. Sort foods by healthy and unhealthy. | | | | | | | | |
|  | **Summer 1** | | | | | | | | Vocab |
| **Relationships** | **Knowledge** | | **Skills** | | | | | | Care, look after, safe, kind  Friend, friendship, kind, honest, help, fall out, argue |
| To understand that we need to care for all living things.  To understand what friendship means.  To understand that everyone falls out sometimes.  To know some ways to resolve conflict. | | To show care and concern for living things  To use vocabulary related to their own feelings.  To develop skills of sharing, taking turns and negotiating. | | | | | |
|  | 1. Link to caring for caterpillars/frogspawn and creature hunts. Talk about respecting living things, including plants. 2. Careful handling of small visitors. Respecting creatures. Rat and lizard visit. 3. What is a friend? What do friends do? 4. Who is your friend? What do you like about them? 5. Friends falling out. Why does it happen? How can we sort it out? 6. Being a good friend. | | | | | | | | |
|  | **Summer 2** | | | | | | | | Vocab |
| **Changing Me** | **Knowledge** | **Skills** | | | | | | | Grow, change  Sad, happy , nervous, scared, excited  Safe |
| To know that the sun and heat can be dangerous.  To know how to keep safe in the sun. | To be able to say what they like and dislike.  To talk about how they feel about transition into Reception.  To be able to accept changes to routine- transition. | | | | | | |
|  | 1. Where is the sun? What is the sun? Explain dangers of the sun. 2. How can we keep safe? 3. In role play children to get the babies ready for a day in the sun. E.g. hat, water, sun screen. 4. Talk about how we feel about moving up to Reception class. It’s ok to feel scared, nervous. 5. Draw a picture of ourselves for our new teacher. What am I like? What do I like to do? | | | | | | | | |
|  | End Point  1. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults  2. Takes steps to resolve conflicts with other children, e.g. finding a compromise.  3. Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organize their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.  4. Expresses own preferences and interests.  5. Is more outgoing towards unfamiliar people and more confident in new social situations and is confident to talk to other children when playing, and will communicate freely about own home and community.  6. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas  7. Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  8. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | | | | | | | | |