

Early Years Personal, Social and Emotional Development Plan

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Feelings & Friendships	Respectful Relationships	Own Goals	Valuable Individuals	Our Community	Changes
Nursery	<ul style="list-style-type: none"> -Achieve self-chosen goals. -Develop self-confidence and a sense of responsibility. -Extend and elaborate ideas for work and play. 	<ul style="list-style-type: none"> -Talk about feelings and differences in people's feelings. -Develop a sense of responsibility and community. -Develop confidence in front of others, including less familiar people. 	<ul style="list-style-type: none"> -Find solutions during collaborative learning. -Develop a sense of responsibility and community. -Extend and elaborate ideas for work and play. 	<ul style="list-style-type: none"> -Talk about feelings and differences in people's feelings. -Develop self-confidence and a sense of responsibility. -Find solutions during collaborative learning. 	<ul style="list-style-type: none"> -Achieve self-chosen goals. -Develop self-confidence and a sense of responsibility. -Develop confidence in front of others, including less familiar people. 	<ul style="list-style-type: none"> -Talk about feelings and differences in people's feelings. -Maintain self-confidence when faced with new challenges. -Find solutions during collaborative learning.
Teaching and learning in PSED is planned and deliver in the following ways: Key worker roles; group learning times; specific circle times linked to PSED themes; stories and discussions following on from shared reading; ; learning challenges linked to literacy and people, cultures and communities; adult interactions to nurture and challenge children's ability to self-regulate, manage themselves and build relationships; learning behaviour expectations; skilled speakers and active listeners teaching; a strong focus on characteristics of effective learning; child initiated learning themes and the ethos for learning in nursery.						
Characteristics of Effective Learning themes taught across the year.						
Nursery	Playing and Exploring <ul style="list-style-type: none"> -Children realise that their actions have an effect on the world, so they want to keep repeating them. -Children plan and think ahead about how they will explore or play with objects. -Children guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. -Children make independent choices. -Children bring their own interests and fascinations into their work and play to develop their learning. -Children respond to new experiences that adults and other children bring to their attention. 	Active Learning <ul style="list-style-type: none"> -Children participate in routines. -Children begin to predict sequences because they know routines. -Children show goal-directed behaviour. -Children begin to correct their mistakes themselves. -Children keep on trying when things are difficult. 		Creating and Thinking Critically <ul style="list-style-type: none"> -Children take part in simple pretend play. -Children sort materials. -Children review their progress as they try to achieve a goal. They check how well they are doing. -Children solve real problems. -Children use pretend play to think beyond the 'here and now' and to understand another perspective. -Children know more, so feel confident about coming up with their own ideas. -Children make more links between their ideas. -Children concentrate on achieving something that's important to them. 		

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					-Children are increasingly able to control their attention and ignore distractions.	
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	Feelings & Friendships	Respectful Relationships	Own Goals	Valuable Individuals	Our Community	Changes
Reception	<ul style="list-style-type: none"> -Identify and moderate feelings socially and emotionally. -See yourself as a valuable individual. -Build constructive and respectful relationships. 	<ul style="list-style-type: none"> -Express feelings and consider the feelings of others. -Develop a sense of community. -Build constructive and respectful relationships. 	<ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -Manage own needs. -Think about the perspectives of others. 	<ul style="list-style-type: none"> -Express feelings and consider the feelings of others. -See yourself as a valuable individual. -Build constructive and respectful relationships. 	<ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -Develop a sense of community. -Think about the perspectives of others. 	<ul style="list-style-type: none"> -Identify and moderate feelings socially and emotionally. -See yourself as a valuable individual. -Think about the perspectives of others.
<p>Teaching and learning in PSED is planned and deliver in the following ways: Key worker roles; group learning times; specific circle times linked to PSED themes including cohort assemblies; stories and discussions following on from shared reading; learning challenges linked to literacy and people, cultures and communities; adult interactions to nurture and challenge children's ability to self-regulate, manage themselves and build relationships; learning behaviour expectations; skilled speakers and active listeners teaching; a strong focus on characteristics of effective learning; child initiated learning themes and the ethos for learning in nursery.</p>						
<p>Characteristics of Effective Learning themes taught across the year. We build upon the learning which has taken place in nursery, revisiting the effective learning characteristics identified in the nursery section. We recognise that not all children have been on a learning journey in our nursery and some children need longer to develop their knowledge and skills in this area. We also focus strongly on the follow effective learning characteristics in reception:</p>						
Reception	<p>Playing and Exploring</p> <ul style="list-style-type: none"> -Children plan and think ahead about how they will explore or play with objects. -Children guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. -Children make independent choices. -Children bring their own interests and fascinations into their work and play to develop their learning. 		<p>Active Learning</p> <ul style="list-style-type: none"> -Children show goal-directed behaviour. -Children begin to correct their mistakes themselves. -Children keep on trying when things are difficult. 		<p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> -Children review their progress as they try to achieve a goal. They check how well they are doing. -Children solve real problems. -Children use pretend play to think beyond the 'here and now' and to understand another perspective. -Children know more, so feel confident about coming up with their own ideas. -Children make more links between their ideas. 	

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			-Children concentrate on achieving something that's important to them.
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