

ROCKWOOD NURSERY SCHOOL

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT CURRICULUM - 2-4 YEAR OLDS

At Rockwood Nursery School we aim for children to shape their own identity by increasing their awareness of their own needs and the needs of others. They will develop their independence, create positive attitudes about themselves and others around them and feel valued within their community.

ASPECT	HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p>Self-Regulation INTENT I know.....</p>	<ul style="list-style-type: none"> • I am beginning to show some developing independence. • How to leave my parent/ carer and come into nursery with increasing confidence. • How to show some independence when playing - making choices of what to play with, experiments with what an object can do. • How to defend my own possessions with determination. • How to concentrate on a self-chosen activity for 2 minutes. 	<ul style="list-style-type: none"> • How to explore the environment, making choices for my own learning. • I am beginning to use the resources more appropriately. • How to explore the environment energetically and with increasing understanding - making more choices for my own learning. • How to show an interest in familiar objects e.g. books, brushes, feeding dolls, washing clothes. • How to enjoy putting objects in and out of containers. • I grasp what I want. • How to concentrate on a self-activity for just over 2 minutes. • I am beginning to understand the emotions 'happy' and 'sad'. 	<ul style="list-style-type: none"> • I am beginning to show effortful control e.g. toileting, waiting for a turn and resisting the strong impulse to grab what I want and push my way to the front. • How to concentrate on a self-chosen activity for up to 3 minutes.

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Managing Self INTENT I know.....	<ul style="list-style-type: none"> • I am confident enough to enter new environments and meet new people • How to explore the environment looking at what is around me with increasing interest. • How to help to take my coat off / put it on. • How to lift my legs / bottom when my nappy is being changed. • How to engage in hand washing activities with adult help. • I show very little awareness of danger. 	<ul style="list-style-type: none"> • I am building my confidence in new places and independence to do things myself. • I am beginning to co-operate with others. Try to share and turn take with resources with adult support • How to do things more independently. • How to follow some simple routines e.g. nappy changing, group / story time/ snack time, home time. • I am beginning to assist with dressing and undressing. • How to feed myself using a spoon. • How to lift a cup and drink from it without spilling. • How to help with tidying up after play has finished. • How to sit on the carpet when asked. 	<ul style="list-style-type: none"> • I am showing growing independence generally and awareness of dangers - I may stop myself from doing something that could hurt me or others. • How to use a toilet with adult help. • How to wash my hands with growing independence. • I am beginning to express my own needs e.g. needing the toilet, hungry, hot / cold. • How to use a spoon and possibly a fork well when eating.
Building Relationships INTENT I know.....	<ul style="list-style-type: none"> • I am aware of other people in the room, adults in particular e.g. smile at them, gesture / ask for help. • How to play alone but like to know a familiar adult is close by. • I am beginning to respond to others in the room - verbally or non-verbally. 	<ul style="list-style-type: none"> • I am aware of others and begin to respond to adults and peers. • How to engage with familiar adults e.g. plays pat a cake, waves goodbye or offers them a toy on request. • How to partake in parallel play when engaging with people. • I like to be in sight/hearing of familiar people. • I check in regularly. 	<ul style="list-style-type: none"> • I am beginning to form friendships with my peers. • I am beginning to co-operate with others. • I try to share and turn take with resources with adult support. • How to engage in parallel play and co-operative play with support.

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Implementation

- Meet my key person and the staff in my room - initially via a home visit followed by a 1 hour visit to nursery with my parents or trusted adult. Then start coming without my familiar adult staying.
- Begin to develop these bonds through play in nursery exploring the areas of continuous provision indoors and outdoors with support from staff, participate in a very short group time where I sit with my peers and staff who support me and experience a very short (2 - 3 mins) adult led activity e.g. story, game, dance, song.
- Begin to use my words or gestures to help people understand what I want or how I am feeling.
- Move more independently around the areas of nursery making my own choices for learning, exploring age appropriate resources that interest me that are stored on open shelving and in labelled boxes (pictures and words) where relevant. The shelf should be labelled too so I know where the basket goes if it has been moved off the shelf.
- Participate in the daily routine of the nursery & understand what is coming next - begin to understand what is meant when I hear: -
 - Adults giving a 2 minute warning to 'Tidy up time'
 - The words the room used to indicate tidy up time, e.g. "Show me your fingers"
 - Know where to go next e.g. group time then snack time before playing out.
 - Go to the toilet / potty when I need it. They are readily available unless in use!
 - Tell someone if I am feeling hungry or indicate this through gesture or objects of reference e.g. get my lunch box or a piece of fruit and show someone. Enjoy snack time with my friends - milk and fruit.
 - Encourage me to work with other children 1-1 / 1-2 or in larger groups so I start making friends with my peers. Talk about and demonstrate "kind hands", good manners and sharing so I can copy these skills with my friends.
 - Emotion Station - colour monsters in place
 - Introduce the happy and sad colour monster.
 - Support the identification of happy and sad faces - in mirror, pictures and others
 - Talk about facial expressions linked to happy/sad.

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ASPECT	SQUIRREL AND OWL ROOMS - 3 - 4 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING			MORE ABLE CHILDREN - 4+	
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3		
<p>Self-Regulation INTENT I know.....</p>	<ul style="list-style-type: none"> • I am beginning to regulate my varied emotions • I am beginning to find ways to calm myself when upset or angry. • How to tolerate transitions e.g. parent to key person or changes in routine. • How to select and use resources with support. • How to follow rules more appropriately. • A variety of emotions: happy, sad, angry, calm, scared, and loved. • About time through familiar routines. 	<ul style="list-style-type: none"> • How to show some effortful control e.g. toileting, waiting for a turn and resisting the strong impulse to grab what I want and push my way to the front. • How to show pride in my own work. • How to develop my own self- esteem. • How to show affection to others. • Begin to show empathy towards others. • I am more outgoing in less familiar situations. • How to remember and follow rules and routines and understand why we have them. 	<ul style="list-style-type: none"> • How to express, understand and control a range of emotions. • I am more independent with my self-help skills. • How to show pride in my own work. • How to develop my own self- esteem. • How to show affection to others. • I am more outgoing in less familiar situations. 	<ul style="list-style-type: none"> • How to remember and follow rules and routines and understand why we have them. • I have sense of humour. • How to show empathy for others. • How to select and use resources with little help. • How to talk about my feelings in more detail e.g. "I feel sad because.....". • How to use more detailed words to label emotions e.g. furious, anxious, upset 	<ul style="list-style-type: none"> • I am confident, resilient and independent in a variety of situations. • I am self-motivated and will have a go. • I am a valued individual. • How to concentrate on adult led activities for up to 5 minutes.

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<p>Managing Self INTENT I know.....</p>	<ul style="list-style-type: none"> • I take responsibility for my own actions. • How to explore the environment with increasing independence. • I am beginning to do things more independently e.g. getting dressed, toileting, and washing hands. • I am beginning to be aware of danger. 	<ul style="list-style-type: none"> • How to help others. • How to lead others in play. • How to respond appropriately to other people's ideas in play. • How to participate in snack preparation. • How to assist my friend to complete something. 	<ul style="list-style-type: none"> • How to manage my own needs with little help from others. • How to dress and undress myself appropriately for inside and out. • How to use the toilet with little or no help. 	<ul style="list-style-type: none"> • How to manage my own needs independently - coat on / off, shoes on / off, feed myself appropriately using the correct utensils when required toileting. • How to share resources, ideas and my interests with others. 	<ul style="list-style-type: none"> • I have a positive sense of self. • Am motivated to learn. • I am aware of boundaries. • How to talk about the importance of regular health routines, brushing their own teeth, eating healthily, having a good sleep routine, sensible 'screen' time, being a safe pedestrian.
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<p>Building Relationships INTENT I know.....</p>	<ul style="list-style-type: none"> • How to show an awareness of people around me. • I am beginning to share and turn take with others. • How to imitate adults in play - engage in role play. 	<ul style="list-style-type: none"> • I am beginning to develop a sense of empathy towards others. • How to comfort others who are upset. 	<ul style="list-style-type: none"> • How to help others. • How to draw on my own experiences in my play. • How to lead others in play. • How to respond appropriately to other people's ideas in play. • How to participate in snack preparation. • How to assist my friend to complete something. 	<ul style="list-style-type: none"> • How to play co-operatively with other children, developing friendships, some of which may be special friendships. • How to assist adults with familiar chores. • How to join in make believe play with one child or more. Play well with others sharing and turn taking with them. • How to choose my own friends. • How to comfort others who are distressed. 	<ul style="list-style-type: none"> • How to be sociable, friendly and kind to others. • How to share and turn take with others confidently. • I think about the perspectives of others.
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Implementation	<ul style="list-style-type: none">• As for 2's - 3's initially if they have started nursery at this point.• Show someone how I am feeling using simple words or pointing at pictures.• Play games exploring basic emotions• Engage in adult activities up to 5 minutes long.• Explore more complex emotions through WellComm activities.• Ask me how I think someone else may be feeling in various situations.• Emotion Station - Colour Monsters. Book etc• Show how I am feeling by selecting the correct colour monster that matches my emotion.	<ul style="list-style-type: none">• Encourage me to share my successes with others.• Encourage me to help my friends if they are struggling with something.• Engage in activities up to 10 minutes long.• Prepare me for transition to school - independence and resilience to change. - meet my new teacher / talk about what is going to happen / visit the schools with or without my teachers / play• Build up my resilience and ability to Help me accept winning and losing by playing team games, board games, group games where I have to share and wait my turn,• Encourage me to be as independent as I can be so I am motivated to try e.g. - toileting, dressing / undressing for playing out or changing myself, looking after my own lunch box, coat, shoes etc• Play team games, board games, group games where I have to share and wait my turn.• Encourage the children to change themselves with little or no help if they are wet and to toilet themselves independently managing their clothing.
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