



	Nursery Autumn 1 <i>Being Me in My World</i>	Nursery Autumn 2 <i>Celebrating Difference</i>	Nursery Spring 1 <i>Dreams and Hopes</i>	Nursery Spring 2 <i>Healthy Me</i>	Nursery Summer 2 <i>Relationships</i>	Nursery Summer 2 <i>Changing Me</i>
Connections and Context Key Experiences (Mystery reader and parent visits throughout the year)	Starting Nursery Mental Health Week Autumn Parent Stay and Play Autumn Walk Cooking	Celebrations - Diwali, Christmas Safe to be Me (Anti-Bullying) Nursery Rhyme Week (November) Trip - Walk to Postbox Christmas Carols Around Tree / Nativity songs Cooking	Winter Chinese New Year Mother's Day Winter Walk Trip - Walk around local area looking for logos / signs	Easter Shrove Tuesday Spring Easter bonnet parade Spring Walk	Father's Day Trip - Camping Trip	Transitions World Mud Day - 29th June World Chocolate Day - July Trip - Beach Sports Day
Statutory Framework 2021	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 .					
Key Texts, Poems, Songs and Activities	The Colour Monster - I feel ... books Hands are not for hitting - Martina Agassi You've got a Friend in Me - Toy Story	Barry the Fish with Fingers - Sue Hendra Dandelion - Lizzie Finlay We all belong - The Family Book - Todd Parr Responsibility of looking after Snowy, Santa's dog Safe to Be Week	I am Yoga - Peter Reynolds Kindness Elves story, house and elves Random Acts of Kindness The Hare and The Tortoise fable Parent links - talking about aspirational jobs	Healthy Me Daily Challenge Little Red Riding Hood Never Talk To Strangers - Irma Joyce Stranger Danger videos Police Visit Cooking - Fruit salad, soup Pantasaurus Song	Bruised apple experiment Pippo stories Another visit from the Kindness Elves Have you Filled A Bucket Today?	Photos from home of the children and parents as babies When I grow Up - Matilda Compare string from start to Nursery to now Visits to Reception Bob Marley & Wailers - Three Little Birds
Intended Learning Self - Regulation Managing Self Building Relationships	Model ways to 'Stop & Think' - take 5 deep breaths Knows relaxing music and breathing exercises can be used Becomes aware of feelings - happy, sad, angry, worried Learning how and why to wash hands and blow noses correctly With support can find their own peg and wellies Class rules and routines Thinking about how we are different or the same - looking at family photos Playing alongside a few key adults and peers	Begins to use mindfulness breathing Learning about negotiation Begins to put on their own coat Becomes aware of feelings - proud and what this means - Time to Shine Wall Learn about different homes and families and acceptance Thinking of ways to make new friends and be friendly	Begins to learn some basic yoga. Begins to put on hat, scarf, gloves with a little support Talk about different ways to show kindness - Kindness Elves visit Introduce resilience and 'Going for Gold' even if something is hard Learning about setting goals and celebrating own and friends achievements	Identifying our favourite way to relax Naming parts of the body that we need to keep healthy - heart, brain Complete challenges and feel our heart beating Exploring food groups and how often we should we should eat each one Talking about the dangers of stranger danger Knows about importance of oral health Talk about how we are individual and express ourselves differently	Begins to use mindfulness colouring Shows awareness of toileting and hand washing more independently Knows what a compliment is and tries to give them Talking about how some words hurt and although sorry can be said it can't be undone Begins to understand caring for people and animals	Reflects on all the ways we can self-regulate Is more able to control their feeling when things don't go their way Has a growing independence of self-help skills Compares feelings with peers e.g re Talking about transition to Reception and the associated feelings Celebrates theirs and other achievements or failures (Winning and losing)



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Connections and Contexts	My class Mental health week	Diwali, Christmas Bonfire night/ Halloween Safe to be Me Autumn	Mothers Day Chinese New Year Winter	Eid Plants/animals growing- Earth Day Easter	Co-op visit (small groups) Fathers Day Spring	Transition Holidays, Summer Int'national mud day EY Beach Visit
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Key Texts, Poems, Songs and Experiences	A letter from your teacher The Colour Monster Ruby's worry Ravi's Roar All are welcome The worrysaurus Little Leaders: Exceptional men in black history	Our Class is a family In every house on every street A handful of buttons How to fill a bucket Kind	See Inside Your Body Little Leaders: visionary women around the world Look Up!	Looking after Gran The Proudest Blue Coming to England	Let's Grow My Dad still thinks he's funny This is how we do it	Can we really help the polar bears? Somebody Swallowed Stanley
Intended Learning (progressive and spiral) Self Regulation Managing Self Building Relationships	Talk about themselves in a positive manner_ identifying strengths Start to build respectful relationships Explore the classroom, resources and try new activities. Access some activities independently. Manage and communicate their needs. Name emotions 'happy', 'sad', 'excited', 'worried'. Talk about likes and dislikes. Talk about family and home. Begin to build relationships with peers. Understand and follow classroom rules and routines. Practise tidying up and looking after the classroom. Accept praise for effort and good behaviour.	Follow wider school regimes Practise tidying up and looking after the classroom. Articulate and demonstrate teeth cleaning. Articulate and demonstrate handwashing and food preparation. Identify healthy ingredients in healthy snacks. Work in pairs to succeed in a challenge. Return to and build on previous learning, refining ideas and developing their ability to represent themselves. Perform confidently to an audience in a simple adult structured presentation.	Articulate the rationale for school regimes and expectations. Work in a small group on tasks like turn-taking games. Articulate simple problem-solving approaches. Understand the importance of being healthy and eating a balanced diet.	Work in a small group on tasks like turn-taking games. Articulate how to solve simple problems. Choose ingredients suited to healthy snacks. Begin to develop empathy by listening to others. understand a more complex understanding of feelings. Showing strategies for staying calm in the face of frustration (regulate emotions).	Engage in more complex and extended turn taking games Read facial expressions and body language and extending the vocabulary of emotions. Articulating reasons for success or failure in a challenge.	Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others. Be a positive role model. Talk about rules and what is right and wrong. Sustain positive friendships and extend to new peers. Develop strategies to manage change.



Building strategies to make new friends.

