

Curriculum Overview- Personal, Social & Emotional Development- Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED- Self-regulation	<ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Start Jigsaw carpet sessions after the settling in period. Use the worry monster to say how they feel. Uses Zones of regulation to express feelings. Begins to understand their actions impact on others. 	<ul style="list-style-type: none"> Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions I accept that everyone is different and I will learn about what unique means. Introduce Makaton feelings area. 	<ul style="list-style-type: none"> Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions I use the feelings area Makaton cards and become independent in knowing how to cope with my emotions. 	<ul style="list-style-type: none"> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness Showing resilience when a model breaks and needs to be built again. 	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. Understands their own and other people’s feelings, offering empathy and comfort Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people 	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
PSED- Managing self	<ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks Can confidently find their own tray, peg and name card. Can seek an adult when upset. Develops an understanding on the school Aspire values. Uses timers to support turn taking. Begin to take care of my own belongings and develop my ability to dress myself. Use the toilet with independence. 	<ul style="list-style-type: none"> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group How do the characters feel in the story Burglar bill Show and tell a special object from home 	<ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community Shows confidence in choosing resources and perseverance in carrying out a chosen activity 	<ul style="list-style-type: none"> Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
PSED- Building relationships	<ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their 	<ul style="list-style-type: none"> Uses their experiences of adult behaviours to guide their social relationships and interactions Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Start to join in our curriculum milestones. 	<ul style="list-style-type: none"> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking Is increasingly flexible and cooperative as they are more able to understand other 	<ul style="list-style-type: none"> Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs Some children may have had to make many different relationships in their life. This




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	social relationships and interactions <ul style="list-style-type: none"> • Using talking partners. • Playing alongside other children. • Use conflict resolution to solve differences. • Begins to form friendships. • Learn the names of other children in their class. 		people's needs, wants and behaviours Confidently shares and explains space model making ideas with friends.	Working alongside my friends to create rocket models.		may have impacted on their understanding of what makes a consistent and stable relationship
Topic Names	My community and Autumn in my local area.	People who help us and different celebrations such as birthdays, weddings and religious festivals. changes in the weather.	Winter and adventures in space.	The great outside and Spring begins!	We're going on a bug hunt!	Journeys to different places.
Celebrations and experiences	Halloween	Diwali Bonfire night Children in need Remembrance day Christmas	Valentines day Lunar new year	World book day Mothers day Pancake day Easter	Ramadhan Eid	Fathers day Sports day Transition day
Curriculum Enrichment / Trips	Shopping list to buy ingredients to make bread.	Burglar bill stealing equipment from our classroom.	Building snowmen	Design a picnic box- healthy eating and make food	Teddy bear's picnic and bug hunting in the school grounds.	Farm visit
Core story	The little red hen	Burglar Bill	Whatever next?	The Enormous turnip	Norman the slug with the silly shell.	The Three little billy goats gruff.
Writing assessment	Shopping list	Wanted poster	List of things to take to space	Describe a plant	Where will Norman go next?	Letter to the troll
Curricular Milestones Building relationships	<u>Milestone 1</u> Settling in routines.	<u>Milestone 2</u> Make a Christmas card for our friend and say/write what makes them a good friend.	<u>Milestone 3</u> Work together to build a rocket to take on our space journey.	<u>Milestone 4</u> I will look after our class plants with my friends	<u>Milestone 5</u> Playground games whilst transitioning to the KS1 playground.	<u>Milestone 6</u> Building a bridge based on the story The Three Billy Goats Gruff and acting the story.
Curricular Milestones Managing self	<u>Milestone 1</u> Settling in routines.	<u>Milestone 2</u> Find a special interest or object from home. Children will rehearse and present this to their class 'show and tell'.	<u>Milestone 3</u> What makes a good helper sessions in R.E. Reflect on people who help us in our community.	<u>Milestone 4</u> 'Know how to keep calm and deal with difficult situations' session in PSHE jigsaw.	<u>Milestone 5</u> Visit Year 1 to support our transition and have story sessions there.	<u>Milestone 6</u> Where does our food come from? We will sort healthy and unhealthy foods.
Curricular Milestones	<u>Milestone 1</u>	<u>Milestone 2</u>	<u>Milestone 3</u>	<u>Milestone 4</u>	<u>Milestone 5</u>	<u>Milestone 6</u>


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Self-regulation	Introduce worry monster, talk about my feelings and learn what we can do if we are upset or angry.	Talk about how the characters in Burglar bill may have felt.	Join the whole school assembly on a Wednesday.	I will take turns to plant, make vegetable soup and jam sandwiches.	Talk about how Norman felt when his friends excluded him (Norman the slug with the silly shell) . Talk about how they could have treated Norman fairly.	Listen to the story Jaspers Beanstalk and discuss patience.
Master classes	Introduction to the areas/ What tidy looks like/ finding your name on your peg and tray/ hanging your coat on the peg/ how we use the toilets and wash our hands/ Carpet spaces/ Class rules and routines/ Using the visual timetable/ What are our aspire Values/ Achievement points/ Model using role play area Bakery/ Inventing a story using small world and block play/ Children are introduced to the worry monster.	Children access the feelings area independently. They use their mini- me's to self register. Children begin to mark make and write to the worry monster. Children know who to talk to if they need help.	How to build a model with a friend? Talk about how making models with our friends can make our ideas better.	Discussing how we care for living things in our environment e.g class plants.	Butterfly life cycle and care. Going on a minibeast hunt with friends.	Discussing our worries for Year 1. Writing questions to our Year 1 teacher.
Hooks for learning	The Little Red Hen sends us different types of bread to try because we sent a letter to the animals about how they should have helped the Hen.	Burglar Bill enters the classroom and steals our pens. We look at the CCTC and write to the police. We draw Wanted Posters and write letters to BB on how we make right choices.	Ollie the alien crash lands in our Reception playground. He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.	Roger the rabbit steals our tiny carrots that we were excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!	Norman the silly slug thanks us by giving us caterpillars to grow in our classrooms.	Reception children try to save the Billy Goats by designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.
Makaton language	Hello Good morning Are you ok? Yes Home time Lunch time Stand /to get up Friends Sit To look Bread Chapatti To cut Pen Pencil Paper To sing	Brother Sister Mummy Daddy Fireworks Policeman Policewoman House/home Window Scissor disco Paint-l2 To think-l2 Picture-l2 Sand(2)-l2 To create/to model Water Sand	*All feelings- Happy, sad, worried, relax/ be patient and angry. Space Space rocket Alien Moon Teddy bear Bear Fire Box Journey Jam Quick/slow/fast Earth Star Clever	Flower Tree Salad Soup Sweet Potato Garden Pie Bird Vegetables Fruit Quick Slow Fast Door Window Apple	Butterfly To dig Beautiful Garden To love Worm Snail And Minibeasts Tiny Spider Sun Rain Down Ground found lots	Farm Straw Horse Goat Puppy/dog Animal Fish Bone Duck Cow Pig Bridge

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	Democracy- Discussion about who is in our community linked to LRH. Democracy- Turn taking during rhythm and rhyme songs and discussions. The rule of law- Children use NELI poster- sit still, listen, look and be quiet. Democracy- Vote for our ladyroyd Hero.	,Children in need and Remembrance day. The Rule of Law- BB entering the classroom (see hook for learning) with a focus on managing our feelings and making the right choice. Democracy- Vote for our ladyroyd Hero.		Democracy- Vote for our favourite plant focusing on confidence. Individual liberty- Healthy lunch box.		
Personal Development Plan	10. Bake food and eat it. 15. Fasten my coat. 16. Make a friend. 6. Experience another language. 13. Learn a song.	2. Go to forest school. 8. Go to the library. 18. Dress up for role play.	14. Write my name. 19. Know where you live. 20. Build and play with different materials.	12. Watch a plant grow. 9. Have a picnic.	5. Work or play with children in other year groups.	3. Take part in sports day. 17. Visit a farm.
Jigsaw coverage	<u>Being Me In MY World</u> Wk 1 Help others to feel welcome WK 2 Try to make our school community a better place Wk3 Think about everyone's right to learn Wk 4 Care about other people's feelings Wk 5 Work well with others WK 6 Choose to follow the Learning Charter	<u>Celebrating differences.</u> Wk 1 What am I good at? WK 2 I'm Special, I'm me! Wk3 Families Wk 4 Houses and homes Wk 5 Making friends WK 6 Standing up for yourself!	<u>Dreams and Goals.</u> Wk 1 Challenge WK 2 Never give up! Wk3 Setting a goal Wk 4 obstacles and support Wk 5 Flight to the future WK 6 Footprint awards. Wk7- What makes a good helper?	<u>Healthy me!</u> Wk 1 Everybody's body WK 2 We like to move it, move it Wk3 Food glorious food Wk 4 Sweet dreams Wk 5 Keeping clean WK Stranger Danger	<u>Relationships</u> My family and me Make friends make friend never ever break friends part 1 and 2. Falling out and bullying part 1 and 2 Being the best friends we can be.	<u>Changing me</u> My Body Respecting my body Growing up Fun and fears part 1 and 2. Celebration
Religious Education	Where do I live and what is special to me?	How do people celebrate Autumn, Winter festivals?	People who help us.	What can we see in our wonderful world?	How do people celebrate Spring festivals?	What places are special to us?
Sustain and Shared thinking	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.
Enabling environment	Re-telling the story of The Little Red Hen using puppets Role play clothing of different occupations. 	 				

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<p>The Reception Year provides the foundation for many skills the children will build upon in Year one.</p>						

STATUTORY EDUCATIONAL PROGRAMME: 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.