	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED- Self- regulation	 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. 	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.	 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 Use the feelings area Makaton cards and become independent in knowing how to cope with my emotions. 	 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. 	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • 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	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • 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	 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. 	 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 	 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 	Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination	 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. 	 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	 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 	 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. 	• 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	• 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	 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 	 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

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

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.	Milestone 5 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.
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.	Milestone 3 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	Milestone 5 Playground games whilst transitioning to the KS1 playground.	Milestone 6 Building a bridge based on the story The Three Billy Goats Gruff and acting the story.
Writing assessment Curricular	Shopping list	Wanted poster	List of things to take to space	Describe a plant	Where will Norman go next?	Letter to the troll
Enrichment / Trips Core story	to make bread. The little red hen	from our classroom. Burglar Bill	Whatever next?	eating and make food The Enormous turnip	hunting in the school grounds. Norman the slug with the silly shell.	The Three little billy goats gruff.
experiences Curriculum	Shopping list to buy ingredients	Bonfire night Children in need Remembrance day Christmas Burglar bill stealing equipment	Lunar new year Building snowmen	Mothers day Pancake day Easter Design a picnic box- healthy	Eid Teddy bear's picnic and bug	Sports day Transition day Farm visit
Topic Names	social relationships and interactions • 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. My community and Autumn in my local area. Halloween	People who help us and different celebrations such as birthdays, weddings and religious festivals. changes in the weather.	people's needs, wants and behaviours Confidently shares and explains space model making ideas with friends. Winter and adventures in space. Valentines day	Working alongside my friends to create rocket models. The great outside and Spring begins! World book day	We're going on a bug hunt! Ramadhan	may have impacted on their understanding of what makes a consistent and stable relationship Journeys to different places.

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Self-regulation	Introduce worry	Talk about how the	Join the whole school	I will take turns to plant,	Talk about how Norman	Listen to the story
	monster, talk about my	characters in Burglar bill	assembly on a	make vegetable soup and	felt when his friends	Jaspers Beanstalk and
	feelings and learn what	may have felt.	Wednesday.	jam sandwiches.	excluded him (Norman	discuss patience.
	we can do if we are upset	,	,		the slug with the silly	
					shell). Talk about how	
	or angry.					
					they could have treated	
					Norman fairly.	
Master classes	Introduction to the areas/ What	Children access the feelings area	How to build a model with a	Discussing how we care for	Butterfly life cycle and care.	Discussing our worries for Year
	tidy looks like/ finding your	independently. They use their	friend?	living things in our environment		1.
	name on your peg and tray/	mini- me's to self register.		e.g class plants.	Going on a minibeast hunt with	
	hanging your coat on the peg/	Children begin to mark make	Talk about how making models		friends.	Writing questions to our Year 1
	how we use the toilets and	and write to the worry monster.	with our friends can make our			teacher.
	wash our hands/ Carpet spaces/	Children In success to to the total if	ideas better.			
	Class rules and routines/ Using the visual timetable/ What are	Children know who to talk to if they need help.				
	our aspire Values/ Achievement	they need help.				
	points/ Model using role play					
	area Bakery/ Inventing a story					
	using small world and block					
	play/ Children are introduced to					
	the worry monster.					
Hooks for learning	The Little Red Hen sends us	Burglar Bill enters the classroom	Ollie the alien crash lands in our	Roger the rabbit steals our tiny	Norman the silly slug thanks us	Reception children try to save
	different types of bread to try	and steals our pens. We look at	Reception playground. He lives	carrots that we were excited to	by giving us caterpillars to grow	the Billy Goats by designing and
	because we sent a letter to the	the CCTC and write to the police.	on the grounds whilst we design	eat. Roger leaves us a letter	in our classrooms.	creating bridges in different
	animals about how they should	We draw Wanted Posters and	and make rockets for him. He	and a trial of rabbit poo! We		forms. The troll enters our
	have helped the Hen.	write letters to BB on how we	becomes lonely and sparks our	write a letter to Roger		classrooms and destroys them.
		make right choices.	interest in writing passports. He	explaining where carrots grow		The goats thank us by sending
			thanks us by setting up a space	and how he can look after		us to have a fun day and a farm.
			day on our school grounds. We	them. We are growing experts!		
			make alien gloop, make fire,			
			paint rockets, make moon rocks, mentos experiment and			
			many other space activities.			
Makaton language	Hello	Brother	*All feelings- Happy, sad,	Flower	Butterfly	Farm
makaton language	Good morning	Sister	worried, relax/ be patient and	Tree	To dig	Straw
	Are you ok?	Mummy	angry.	Salad	Beautiful	Horse
	Yes	Daddy	Space	Soup	Garden	Goat
	Home time	Fireworks	Space rocket	Sweet	To love	Puppy/dog
	Lunch time	Policeman	Alien	Potato	Worm	Animal
	Stand /to get up	Policewoman	Moon	Garden	Snail	Fish
	Friends	House/home	Teddy bear	Pie	And	Bone
	Sit	Window	Bear	Bird	Minibeasts	Duck
	To look	Scissor disco	Fire	Vegetables	Tiny	Cow
	Bread	Paint-I2	Box	Fruit	Spider	Pig
	Chapatti	To think-l2	Journey	Quick	Sun	Bridge
	To cut	Picture-l2	Jam Outiels (slavu) (fa et	Slow	Rain	
	Pen	Sand(2)-12	Quick/slow/fast	Fast	Down	
	Pencil	To create/to model	Earth Star	Door Window	Ground found	
	Paper To sing	Water Sand	Star Clever		lots	
	To sing	Saliù	CIEVEI	Apple	1015	

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

	•	motional Development- Ye	•			
	To play To read	To make/ to create To know	Me/ my	Chocolates Crisps	different bee	
	Hen	l like	You	Rabbit	Ladybird	
	i ien	TIKE	More	To grow	Caterpillar	
			Wore	Sandwich	Caterpinar	
				Banana		
				Orange		
				*All colours		
Magpie wall	team work/ perseverance/	Burglar/sneaking/creeping/thief/	Confidence/ imaginative/	Care/love/experts/hygiene/	Team/ focusing/ designing/	Loyalty/ compromise/
(vocabulary) CHN	Unique/Kind/upset/happy	friendship/support/	expressing/ preparation/	healthy/	creating	negotiating
think of their own			favourite/refuelling			
words. This will be						
amended.						
Colourful	Stage 1/2 Who? What doing?	Stage 3 Who? What doing?	Stage 3 Who? What doing?	Stage 4/5 Who? What doing?	Stage 4/5 Who? What doing?	Stage 5 Who? What doing?
semantics /		What?	What?	What? Where?	What? Where?	What? Where?
						When?/Describe.
Inference picture	Introduce Daily inference at the	Daily inference at the start of	Daily inference- Blank levels 3	Daily inference-Blank levels 1-4	Daily inference- Blank levels 1-4	Daily inference- Blank levels 1-4
	start of the Literacy lessons.	the Literacy lessons- Start to use	questioning.	questioning.	questioning.	questioning.
	Focus on Level 1 and 2 (Naming	talking partners.	(Naming, describing, Re-telling)	(Naming, describing, Re-telling	(Naming, describing, Re-telling	(Naming, describing, Re-telling
	things and Describing things)	Focus on Level 1 and 2 (Naming things)		and Justifying)	and Justifying)	and Justifying)
SEND- ELKLAN	Settling in and use transition	things and Describing things) Referrals to external agencies/	ELKLAN practices in provision	ELKLAN practices in provision	ELKLAN practices in provision	ELKLAN practices in provision
SEND LEREAN	notes from Nursery settings to	initial concerns forms and	for children with language	for children with language	for children with language	for children with language
	support children with additional	meetings with parents made.	needs.	needs.	needs.	needs.
	needs.	Start ELKLAN practices in				
		provision.				
NELI	Settling in.	Screen all the Reception children	Intervention programme begins.	Intervention programme begins.	Intervention programme begins.	Intervention programme ends
		for a summary on language.				and Screening takes place for
						progress.
Rhythm and Rhyme	Poetry and singing daily session spine	Poetry and singing daily session spine	Poetry and singing daily session spine Prens. shows and sings have been subtracted to crears a whot range of point fortures. Including induces, balances.	Poetry and singing daily session spine Poent, mynas and noga have been saideded to cever a wide range of poetry fairtys. "Inciding writing, all Antoin, and Manad.	Poetry and singing daily session spine	Peens, dryms and singling daily session solare Peens, dryms and insep have been addedot to cever a wide rungs of peerly features: including drywer, all senses, to be the set.
De sta se data da sta	non-executive functions, of the particles. Environ and pointry basis are able and basis for the basis contacts. Exception Tel:	perdery features, including droving, all methods, tool based, nonsearchyllowarchina, yfwirhin kan dra perdefan. Brynne and poetty books are also awalddie in the back convers.	resource/fluencement/fluencement/fluencement/fluencement/ Envyres and poerty backs are also marked in in the back corners. The Reception	notices any standards, in prioritic and in performs. Bryone and pointly besits are also available in the basis contern, are	prover research in the long of the line of	resources protocols (refer to a contract of the protocol). Bypene and posity basis are able and able to the basis contract, Reception
Poetry and singing	Riversa Nussery-Hymea Torichik Tabilita Tarichik Tabilita Mana Hay Hist Caros Bans	-1- Received Received Turnets Zackate Turnets Zackate	thymas Numery rhymas Transfer Database Tarishis Calabase Bar for an an	Nymes Narsary Hypess Twenty Tagellag, Ones has been Test the Calling Constrained for Main Felly Ministration	Territor Tackets Territor Tackets Territor Tackets Territor Tackets Territor Territor Territor Territor Territor Territor	Norman Kursery Hypess Territoria Tastiko (2020) Tastiko (2020) Mitta Hay Bird Caras Ban K
daily session spine	Counciling relevances One, from Database Strates States of an advances Strates of an advances Audit Mediad eduption "The which surps	The Creat Bars Counting rhymes	Counting thymes Once Total during thy Doos 5 little, due to disalations) Additional before advances The which counts and the second sec	Counting rhymes One, Two Buckle My Shoe Statis- data of an advance Aulth Indiate rhymes The with cape.	Bee Create Bars Counting Hypenas Case, Two Sacche Mg Shoos Stille, data of academic Mg Shoos Stille, data of academic Mg	Counting rhymos One, Two Buckle My Shoe States of Analytics of Analyti
Charanga	Colors cross Trachily hours, towards, toward Cogales <u>arguings</u> scrubber 0 Barranson	Kullith belied entyperse Crisis const. Tricky laws, seeing laws? Explore gapge, ensitient to	Cities cents Tendiq hour, tendiq hourd Engine gapage studies of Reasons	Criss citiza Tacida huan, tacida huan] Engine <u>galago</u> cander 5 Romanna	Techy back to a set of the set of	C DES 6005 Techy laws, techy laws] Engine guigg scalars in Reasons in
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	Me!	My stories!	Everyone!		Big Bear Funk	
Aspire and British	Individual Liberty- Learn the	Democracy- Turn taking when it	Democracy and Mutual respect-	Democracy- Vote for our	Democracy- Vote for our	Democracy- Vote for our
values	characters for the Aspire values.	is 'me then you' during phonics	sow seeds outdoors.	ladyroyd Hero.	ladyroyd Hero.	ladyroyd Hero.
	Democracy- Choose which book	sessions.	Mutual Respect- Building	Democracy and Mutual respect-	Mutual respect- Use a timer or	Individual liberty- Create large
	the adult should read at the end	Individual liberty- Talking about	rockets with my friends.	Water the plants in the	visual representations on what	bridges outdoors with blocks
	of the day using self-choosing	how the characters feel in the	Democracy- Vote for our	classroom and sow seeds	to do from our feelings area, to	and safely manoeuvre on them.
	options (name cards/mini-mes)	story BB.	ladyroyd Hero.	outdoors with my friends.	calm down when feeling angry	
		Mutual respect- Talking about	The rule of law- What does an		or upset.	
		Christmas, Diwali ,Bonfire night	Astronaut do?			

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

Curriculum Over	view-Personal, Social & E	motional Development- Ye				
	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	 Bake food and eat it. Fasten my coat. Make a friend. Experience another language. Learn a song. 	 2. Go to forest school. 8. Go to the library. 18. Dress up for role play. 	 Write my name. Know where you live. Build and play with different materials. 	 Watch a plant grow. 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	Being Me In MY World 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	Celebrating differences. 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!	Dreams and Goals. 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 mel</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.					

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

	 notional Development re		
The Decention Veer			
The Reception Year provides the foundation for many skills the children will build upon in Year one.			

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.