

Nursery Curriculum Overview Personal, Social and Emotional Education 2021

By the end of Nursery children should be able to:

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| <ul style="list-style-type: none"> ● Know and use the language and behaviours for successful social interactions eg waiting, looking at the person talking to demonstrate they are listening, using the words :‘excuse me’, ‘please’, ‘thank you’ ● Select and use resources and activities with help, when needed. ● Achieve a goal they have chosen or one which is suggested to them. ● Have a sense of responsibility and membership of the nursery community. ● Show confidence in new social situations. ● Have some awareness of the similarities and differences between themselves and others. | <ul style="list-style-type: none"> ● In the safe context of the nursery, be more outgoing with unfamiliar people. ● Play with one or more other children, extending and elaborating play ideas. ● Help find solutions to conflicts through talking. ● Follow rules, understanding why they are important. ● Talk about their feelings using words such as ‘happy’, ‘sad’ , ‘angry’, ‘worried’. ● Be able to take turns and share. ● Show increasing consideration of other peoples’ feelings and needs. |
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Key Language (taken from Elklan Stages)

Level 1	Level 2	Level 3	Level 4
Noisy, quietly, good, happy, naughty, sad.	Loud, moving, quick, still, after, soon, today, bad, hungry, nice, pretty, silly	Different, new, very, cross, frightened, kind, thirsty.	Early, late, never, once, sometimes, tomorrow, twice, clever, excited, pleased, unkind

Self Regulation and Executive Function

Executive function is largely controlled by basic maturation of the nervous system.

Adults will help children to develop self - regulation through warm and nurturing relationships; by scaffolding tasks practically through demonstration and modelling; by working alongside children and employing a ‘plan-do-review’ approach, both structured, flexible and informal; by setting clear boundaries for behaviour appropriate to the child’s age and stage of development, modelling and supporting children to manage ordinary conflicts and difficulties; through co-regulation by recognising the child’s feelings and explaining why it is important to take turns and to not upset others; by supporting children in pretend play.

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Self - regulation	Executive Function
<p>Focus their thinking</p> <ul style="list-style-type: none"> ● Monitor what they are doing and adapt ● Regulate strong feelings ● Be patient for what they want ● Bounce back when things get difficult. 	<ul style="list-style-type: none"> ● Hold information in mind - attention control ● Focus their attention - short-term (working) memory ● Regulate their behaviour - inhibition ● Plan what to do next

Characteristics of Effective Teaching and Learning

In planning and guiding what children learn, adults must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Playing and Exploring	Active Learning	Creating and thinking critically
<ul style="list-style-type: none"> ● Plan and think ahead about how they will explore and play with objects. ● Guide their own thinking and actions by talking to themselves whilst playing. ● Make independent choices. ● Do things independently that they have previously been taught. ● Bring their own interests and fascinations into the early years setting, helping to develop their own learning. ● Respond to new experiences that are brought to their attention. 	<ul style="list-style-type: none"> ● Show goal directed behaviour. ● Use a range of strategies to reach a goal they have set themselves. ● Begin to correct their mistakes themselves. ● Keep on trying when things are difficult. 	<ul style="list-style-type: none"> ● Take part in simple pretend play ● Sort materials ● Review their progress as they try to achieve a goal. ● Solve real problems, for instance make sure there are enough strawberries for everyone. ● Use pretend play to think beyond the 'here and now', and to understand another perspective. ● Know more, so feel confident in coming up with their own ideas, and make more links between those ideas. ● Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Nursery Curriculum Overview Personal, Social and Emotional Education 2021

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respect	Aspire	Grow	Excel	Environment	Community
<p>RE: In the Autumn term, children talk about why they are special and identify special people in their world. They are taught about christianity and Hinduism through festivale eg Harvest, Divali, Christmas.</p>		<p>RE: In the Spring term, the focus is on belonging, a sense of community, my place in my family. There is a focus on developing self-esteem. There is a continuing theme of celebrations and why we celebrate through Chinese New Year, St David's Day, St Patrick's Day and Mothers' Day</p>		<p>RE: In the Summer term the focus is on relationships, the Natural World, belonging and beliefs. Children learn how and why we care for animals, plants and our environment. They discuss belonging to our city's community and favourite places to visit</p>	
<p>NSPCC: - PANTS resources delivered across the year</p>					
<p>Christopher Winter resources: Relationship Education: Delivered across the year through a range of stories</p>					
<p>Exploring the areas of the classroom. Nursery rules and routines. Tidy up Time jobs Circle Time name games. Manners.</p>	<p><u>Across the Year</u> Mindfulness, and Cosmic Yoga; Peer Massage; Choice Board; Nursery Rules; Tidy up Time jobs Circle time games; Unique me - everybody is special, valuing differences.; The Colour Monster; Emotions Board.; Feelings puppets; healthy choices; oral health; families</p>				
<p><u>SEAL -New Beginnings</u></p>	<p><u>SEAL - Relationships</u></p>	<p><u>SEAL - Say No to Bullying/Going for Goals</u></p>	<p><u>SEAL - Getting On and Falling Out</u></p>	<p><u>SEAL - Good to Be Me</u></p>	<p><u>SEAL - Changes</u></p>
<p><u>Stories</u> <i>Say Please Louise</i> <i>Don't tell Lies Lucy</i> <i>Give That Back Jack</i> <i>Don't Be a Bully Billy</i> <i>Take Turns Max and Millie.</i></p>	<p><u>Stories</u> <i>What are Feelings?</i> <i>Scaredy Squirrel</i> <i>Scaredy Squirrel at Night.</i> <i>Everybody Feels Scared.</i> <i>.The Family Book</i> <i>It's Good to be</i></p>	<p><u>Stories</u> <i>All About Feelings</i> <i>Bear Feels Shy</i> <i>Bear Feels Kind</i> <i>Bear feels Happy</i> <i>Everybody Feels Angry.</i> <i>Everybody Feels Sad.</i> <i>Everybody Feels Happy.</i></p>	<p><u>Stories</u> <i>Well done Alfred</i> <i>Alligator, you are kind and helpful.</i> <i>Well done Mona</i> <i>Monkey, you listen well.</i> <i>Well done Louis Lion, you are honest.</i> <i>The Very Helpful</i></p>	<p><u>Stories</u> <i>Well done Elsa</i> <i>Elephant, you try hard</i> <i>Well done Zelda Zebra, you are helpful</i> <i>Well done Gina Giraffe, you look after things</i></p>	<p><u>Stories</u> <i>We Listen, we don't interrupt.</i> <i>We look after property.</i> <i>We are Honest.</i> <i>We are gentle.</i> <i>We are kind and helpful</i></p>

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	<i>Different</i> .	<i>What Makes Me Happy? I Feel Frightened.</i>	<i>Hedgehog. Mine Mine Mine! Said the Porcupine.</i>		
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