

<p><u>PSED</u> <u>Managing Feelings and Behaviour</u></p>	<p>Nursery Skills</p>	<p><u>Development Matters 30-50months</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Reception Skills</p>	<p><u>Development Matters 40-60months</u> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <u>Early Learning Goal</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p><u>Autumn 1</u> Environment</p>	<p>To start to understand basic emotions e.g. happy, sad. To start to beware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>Emotion cards Zones of regulation Emotions dice Thinking chair with resources to support Classroom rules</p>	<p>To be aware of the boundaries set, and of behavioural expectations in the setting To know that some behaviour is unacceptable</p>	<p>Topic: <i>We've Got the Whole World in our Hands</i> Emotion cards Zones of regulation Emotions dice Thinking chair with resources to support Classroom rules</p>
<p>Activities</p>	<p>To start to beware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>Circle time where children role the emotion dice and the one it lands on, they have to copy the expression e.g. happy or sad Adults and children use the zones of regulation to help children define what they are feeling. Adults and children discuss and explore emotions daily linked to events that happen e.g. breaking a resource Children learn about the classroom rules and if they break a rule- they use the portable thinking chair to sit and reflex on the choice they made. Key Vocabulary: rules, happy, sad, feelings</p>		<p>Children learn about the classroom rules during a carpet time and they are put on the display as a reminder. Listen to everyone -Kind hands and feet -Look after our resources If they break a rule- they use the portable thinking chair to sit and reflex on the choice they made Children have a circle time to talk about what behaviour is acceptable and what is unacceptable</p>

				<p>Introduce the zones of regulation where children can begin to understand certain behaviours link to certain emotions.</p> <p>Key Vocabulary: rules, behaviour, zones of regulation</p>
What you will see		<p>Children attempting to understand and follow the rules and routines of the classroom.</p> <p>Adults modelling language linked to feelings and emotions</p>		<p>Children will be understanding the classroom rules and routine and understand that certain behaviour is unacceptable</p>
Autumn 2				
Environment	<p>To be able to tolerate delay when needs are not immediately met, and understands wishes may not always be met</p>	<p>Distraction resources</p> <p>Classroom rules</p> <p>Positive behaviour chart</p>	<p>To adapt and cope with change e.g. coming into school ready to learn</p> <p>To show tolerance when needs are not met</p> <p>To be patient and understand needs cannot be met straight away</p>	<p>Topic: Let's Celebrate</p> <p>Rules clearly displayed</p> <p>Feelings displayed around the classroom</p> <p>Zones of development display Distraction resources</p> <p>Positive behaviour chart</p> <p>Timers</p>
Activities	<p>To start to understand the basic rules and routines</p>	<p>Adults use resources to distract children when they are finding it difficult to separate from main carer</p> <p>Children will have circle time to learn the classroom rules</p> <ul style="list-style-type: none"> - Listen to everyone - Kind hands and feet - Look after our resources <p>Teacher to take pictures of children making good choices and following the classroom rules e.g. looking after our resources</p> <p>Adults to model to children how to make good choices and use the positive behaviour chart to support good choices.</p> <p>Children move up the behaviour chart when making a good choice</p> <p>Key Vocabulary: good, not good, choice, wait, rules</p>		<p>Adults use resources to distract children when they are finding it difficult to separate from main carer</p> <p>Adults will have high expectations of learning behaviour in the classroom. Children are expected to come in and show a good learning behaviour.</p> <p>Children can come in and move their face on the zones of regulation display to show how they are feeling in the morning. Adults will chat to children who aren't in the green zone about how and why they are feeling like that.</p> <p>Children can use sand timer to support them when waiting.</p> <p>Adults can use the positive behaviour chart to reinforce good choices.</p> <p>Key Vocabulary: change, patience, rules</p>

What you will see		Children attempting to follow the rules and routines of the classroom, with prompts and modelling from adults. Children making good choices and adults consistently praising them		Children will be adapting their behaviour in different situations, understanding that there are a lot of children and not many adults. Children will be taking turns and learning to be patient in the classroom.
<p>Spring 1</p> <p>Environment</p>	To begin to accept the needs of others and can take turns and share resources, sometimes with support from others	<p>Sand timer/stop watch</p> <p>Board games</p> <p>Range of activities</p>	<p>To talk about how they and others show feelings</p> <p>To talk about their own and others' behaviour</p> <p>To understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Topic: A Helping Hand</p> <p>Zones of regulation</p> <p>Emotion cards</p> <p>Role play area</p> <p>Social games</p> <p>Emotions dice</p> <p>Mirrors</p> <p>Worry monster</p>
Activities		<p>Adults model to children to use a sand timer to help them to share a resources.</p> <p>Children can play games to support "your turn-my turn" e.g. roll the dice -snakes and ladders</p> <p>Children are constantly praised for making good choices to share resources</p> <p>Adults can role play scenarios to children and the children have to say how to solve the problem.</p> <p>Key Vocabulary: share, take turns, timer</p>		<p>Carpet time to come up with strategies to support children dealing with emotions in different situations e.g. someone has fallen over - tell a teacher and get them a wet tissue if needed.</p> <p>Adults to show zones of regulation cards to support children to understand their emotion, ask the child what zone they are in and how can they get back to green zone</p> <p>Children can use a mirror to look at their own reflection and try out different emotions on their face</p> <p>Children can draw pictures of times where they have felt a certain emotion</p> <p>Children can draw faces to represent different emotions</p> <p>Children can draw a worry to put inside the worry monster</p> <p>Children to read PSED stories to support them understand different emotions in different situations.</p>

				Key Vocabulary: feeling, emotion, worry,
What you will see		Children attempting to share resources with each other and adults to encourage children to use resources like a sand timer to support turn taking		Children will start to talk about their emotions a lot more. Children can start to comment on other children's behaviour and emotions, they will start to think of strategies to support their peers.
Spring 2 Environment	To start to talk about their own emotions in more detail	Zones of regulation Emotion cards Role play area Social games Emotions dice Mirrors Worry monster	They work as part of a group or class, and understand and follow the rules	Topic: Let it Grow Classroom rules Positive behaviour chart Social games Social stories Role play area Range of activities
Activities		Carpet time to come up with strategies to support children dealing with emotions in different situations e.g. someone has fallen over - tell a teacher and get them a wet tissue if needed. Adults to show zones of regulation cards to support children to understand their emotion, ask the child what zone they are in and how can they get back to green zone Children can use a mirror to look at their own reflection and try out different emotions on their face Children can draw pictures of times where they have felt a certain emotion Children can draw faces to represent different emotions Children can draw a worry to put inside the worry monster		Children will begin to form friendships and learn to work together completing activities in the classroom Children can work together by playing board games and social games to promote team work and turn taking. Social stories can be made to support children who struggle to follow the rules and routine of the classroom. Using lots of positive praise and the behaviour chart to encourage children to follow the rules of the classroom. Each week children in the class get a different responsibility where they look after an area of the classroom e.g. fruit monitor, book area monitor, lunch trolley monitor. Key Vocabulary: team, teamwork, rules, good choice

		Key Vocabulary: upset, cross, hurt, excited, happy		
What you will see		Children will start to pick up on their own and other children's emotions and try to adapt their behaviour to support them. E.g. getting a tissue for them if they are crying		Children will take on more responsibility and ownership of their classroom. They will be working as a team to keep the classroom clean and tidy and they will be making good choices to move up the behaviour chart.
Summer 1	To adapt behaviour to different events, social situations and changes in routine	A range of key texts	To be able to adjust their behaviour to different situations	Topic: Fairy Tales
Environment		Visual timetable		A range of key texts
		Zones of regulation		Visual timetable
		Social stories		Zones of regulation
		Distraction toys		Social stories
Activities		There might be visitors/parent helpers/ volunteers/ other teachers coming in out of the classroom, children will start to get used to seeing other adults.		There might be visitors/parent helpers/ volunteers/ other teachers coming in out of the classroom, children will start to get used to seeing other adults.
		Children will use a visual timetable to find out what is happening each day and the teacher can talk about now and next.		Children will use a visual timetable to find out what is happening each day and the teacher can talk about now and next.
		Children go to the hall to do PE lessons which is a change from the classroom. Children also take part in cooking weekly which is based in the cooking room.		Children go to the hall to do PE lessons which is a change from the classroom.
		Adults can use the zones of regulation/ social stories to support children who are finding changes difficult.		Children will experience going on school trips
		Event such as sports day and world book day which are off timetable can be challenging for some children- adults can prepare the children by reading key texts about the events prior to them happening.		.
		Children can have a special toy or tool to help distract them if they are upset.		Adults can use the zones of regulation/ social stories to support children who are finding changes difficult.
		Key Vocabulary: change, timetable, now, next		Event such as sports day and world book day which are off timetable can be challenging for some children- adults can prepare the children by reading key texts about the events prior to them happening.
				Children can have a special toy or tool to help distract them if they are upset.

				Key Vocabulary: change, timetable, now, next, later, morning, afternoon
What you will see		Children taking changes to routine in their stride, they are becoming confident to speak to other adults and access other areas of the school effectively.		Children will be taking changes to routine in their stride, they are becoming confident to speak to adults when they have questions or worries about different situations.
Summer 2	To confidently talk about their feelings and feelings of others in a range of situations	A range of key texts	To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy	Topic: Under the Sea
Environment		Visual timetable		Sand timer
		Zones of regulation		Classroom rules
		Social stories		Social stories
		Distraction toys		Zones of regulation
		Mirrors		A range of key texts
Activities		Children will be settled into Nursery and will start to tune into other children's emotions - adults will start to ask children how we could help someone else with their emotion. E.g. if a child is crying, what could we do to help them?		Children can use sand timers to share and solve problems
		Reading PSED stories to help children understand emotions in different situations.		Adults will ask children how to solve a problem that occurs rather than solving it for them
		Adults modelling and talking about emotions in that moment e.g. I can see you are upset, how can we help you feel happy again?		Children can use social stories and classroom rules to remind them of ways to solve an issue.
		Carpet time strategies to deal with emotions. Key Vocabulary: help, feeling,		Children can access and read a range of texts linked to PSED
				Adults can model and children can role play different scenarios and look at what to do when.
				Key Vocabulary: solve, problem, solution,
What you will see		Children supporting one another and finding solutions to help them before asking adults for support.		Children will begin to use techniques and resources to solve their own problem first before seeking support from adults.