

<p><u>PSED</u> <u>Making Relationships</u></p>	<h2 style="color: purple;">Nursery Skills</h2>	<p><u>Development Matters</u> <u>30-50months</u></p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<h2 style="color: purple;">Reception Skills</h2>	<p><u>Development Matters</u> <u>40-60months</u></p> <p>Initiates conversations, attends to and takes account of what others say.</p> <ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p><u>Autumn 1</u> Environment</p>	<p>To have some form of secure attachment</p> <p>To be able to use eye contact and facial expressions</p> <p>To show joint attention</p>	<p>Safe and secure environment</p> <p>Freedom of choosing activities</p> <p>Supportive and inclusive environment</p> <p>Mirrors</p> <p>Board games/ social games</p>	<p>To initiate conversations</p> <p>To be able to play co-operatively</p> <p>To show good turn taking skills</p>	<p>Topic: <i>We've Got the Whole World in our Hands</i></p> <p>Safe and secure environment</p> <p>Freedom of choosing activities</p> <p>Supportive and inclusive environment</p> <p>Set out areas of interest in the classroom</p> <p>Sand timers</p> <p>Turn taking games/ activities</p>

				PSED stories linked to sharing and friendship	
Activities		<p>Children can play simple joint attention games like 'which cup is the ball hiding under?'</p> <p>Children can play simple turn taking games to support eye contact and facial expressions</p> <p>To use mirrors so that children can look at different facial expressions and practise some eye contact</p> <p>Children can roll the emotions face dice and act out that expression</p> <p>Children need to feel safe and secure- by having a calm relaxing environment with lots of freedom to choose activities and resources that they want to do</p> <p>Key Vocabulary: eye, face, turn</p>		<p>Turn taking games like the shopping list game can help children develop their understanding of taking</p> <p>Sand timers can help children to take turns on using the same resource.</p> <p>Children can have access to books linked to sharing and teachers can do PSED circle time linked to sharing and friendship.</p> <p>Adults can model to children how to initiate conversation through co-playing.</p> <p>Key Vocabulary: sharing, taking turns, talking</p>	
What you will see				<p>Areas set up to meet children's interest - small world area</p> <p>Children supporting setting up key areas</p>	<p>Children settling in and getting used to their new environment, they will start to understand how to take turns and share resources</p>

				<p>Board games to support turn taking</p> <p>Recognising feelings - drawing faces to show particular feelings.</p> <p>Safe and secure environment</p> <p>Relaxed work spaces</p> <p>Freedom of choosing activities</p> <p>Supportive, inclusive environment</p>	<p>and initiate conversations with other children.</p>	
Autumn 2	<p>To try and keep play going by responding to what others are saying or doing</p>	<p>Safe and secure environment</p> <p>Freedom of choosing activities</p> <p>Supportive and inclusive environment</p> <p>Set out areas of interest in the classroom</p>	<p>To take into account what others say and respond appropriately</p>	<p>Topic: Let's Celebrate</p> <p>Safe and secure environment</p> <p>Freedom of choosing activities</p> <p>Supportive and inclusive environment</p> <p>Set out areas of interest in the classroom</p>		
Environment				<p>Adults will be modelling co-playing with children. Asking key questions and respond appropriately to continue play.</p> <p>Children are able to get out and use resources independently and are encouraged to share resources where necessary.</p> <p>Adults to read a range of stories to engage children and have props linked to the story. Once the story has finished adults can remove</p>		
Activities						

		<p>themselves to let play continue.</p> <p>Key Vocabulary: playing, sharing, talking</p>		<p>themselves to let play continue</p> <p>Key Vocabulary: hello, listen. respond</p>
What you will see		Children attempting to try and keep play going by responding verbally or non-verbally to what others are saying or doing.		Children will be taking into account what other peers/adults say and will try to respond appropriately.
Spring 1	To form good relationships with peers and familiar adults.	Sand timers	To use conversation to initiate and develop play around an activity	Topic: A Helping Hand A range of activities set up
Environment	To show good turn-taking skills	Turn taking games/ activities PSED stories linked to sharing and friendship		Exciting role play area Supportive and inclusive environment Set out areas of interest in the classroom
Activities		<p>By adults having key focus children each week, the adults are able to follow that child's interests and form good relationships with them.</p> <p>Turn taking games like the shopping list game can help children develop their understanding of taking turns</p> <p>Sand timers can help children to take turns on using the same resource.</p> <p>Children can have access to books linked to sharing and teachers can do PSED circle time linked to sharing and friendship.</p>		<p>Children are allowed to set up activities together ready for the next week. Children need to communicate with each other what they would like it to be and what resources they will need.</p> <p>Children have opportunities to talk during carpet learning as well as choosing time. Children have talk partners where they can discuss key topics.</p> <p>During story time -key questioning is used to spark up discussions and conversations about the text.</p>

		<p>Adults can role play for children different scenarios linked to friendship problems and the children have to help them solve the problem.</p> <p>Key Vocabulary: friend, taking turn, sharing</p>		<p>Key Vocabulary: talk, activity, play</p>
What you will see		<p>Children will be developing their relationships with each other and the adults.</p> <p>Children will be starting to use resources to support them to turn take.</p>		<p>Children will be communicating effectively with one another during carpet learning and choosing activities</p>
<u>Spring 2</u>	<p>Initiates play, offering cues to peers to join them</p> <p>To able to speak and listen to others</p>	<p>Social games</p> <p>Role play area</p> <p>Snack table</p>	<p>To form positive relationships with adults and other children</p>	<p>Topic: Let it Grow</p> <p>PSED stories</p> <p>Calm and relaxed environment</p> <p>Engaging activities</p> <p>Buddy sticks</p> <p>Outdoor area</p>
Activities		<p>Having adult-led activities supports children to sit around friends they don't normally play with and it is an opportunity for the adults can model language with the children.</p> <p>Social games and board games will support the initiation of conversation.</p> <p>Having area such as creative, role play and writing area - where children can come together to play with similar</p>		<p>Buddy day is where the teacher pulls out two sticks at a time with the children's name on them and they become buddies for the day.</p> <p>-They can choose activities to do together e.g. board games</p> <p>-they can sit and play with them at break and lunchtime.</p> <p>Children move around carpet spaces throughout the year and therefore have different talk partners they communicate with.</p>

		<p>objects which sparks conversations.</p> <p>During snack time, where children are able to sit at the table and talk to one another and discuss different topics and mystery objects.</p> <p>Key Vocabulary: listen, speak, join in</p>		<p>Adults play</p> <p>Key Vocabulary: kind, friendship,</p>
What you will see		Children will be speaking and listening to others and trying to take into account what they say, responding appropriately		Children will bonded well with peers and adults. Children will encounter many opportunities to communicate with one another.
Summer 1	To be able to demonstrate friendly behaviour and initiate conversations	<p>Safe and secure environment</p> <p>Freedom of choosing activities</p> <p>Supportive and inclusive environment</p> <p>Set out areas of interest in the classroom</p> <p>A range of resources</p> <p>Classroom rules</p>	To show sensitivity to others' needs and feelings,	<p>Topic: Fairy Tales</p> <p>Zones of regulation</p> <p>Emotion cards</p> <p>Role play area</p> <p>Social games</p> <p>Emotions dice</p>
Activities		<p>Children are reminded of the classroom rules daily and adults praise children making a good choice.</p> <p>Children will have a wide range of resources to support communication, some activities children can set up themselves, taking into account what others would like.⁷</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</p>

		<p>Children can play games together where they can communicate to each other</p> <p>Adults can start activities with children and step back to let them continue play. Key Vocabulary: join in, play, friend, talk</p>		<p>zone they are in and how can they get back to green zone 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>Through role play children can understand other needs and feelings of their peers</p> <p>Reading PSED stories linked to feelings and emotions Key Vocabulary: feeling, emotion, help, comfort</p>
What you will see		Children will be demonstrating friendly behaviour towards peers and adults. Children will be initiating communication with one another and attempting to keep the conversation going,		Children will start to understand how others feel and support them when they need it. Children can learn to use tools and strategies to support different situations.
Summer 2 Environment	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	<p>Role play area</p> <p>Calm and relaxed environment</p> <p>Engaging activities</p> <p>Dressing up clothes</p> <p>Loose parts</p>	To be able to solve minor conflicts independently	<p>Topic: Under the Sea</p> <p>Sand timer</p> <p>Classroom rules</p> <p>Social stories</p> <p>Zones of regulation</p> <p>A range of key texts</p>

<p>Activities</p>		<p>Children can follow their interests and adults can support them by finding resources that they would like e.g. if a child wanted to be a fire fighter- the adult could find dressing clothes and make a hose using loose parts.</p> <p>An engaging activity like using guttering to roll the balls down into the water - is an activity that lots of children can solve together.</p> <p>Having construction materials like wooden blocks can support children working together to build something.</p> <p>Small world resources and books can support children to communicate their imagination and development language</p> <p>Key Vocabulary: group, together, team, play</p>		<p>Children can use sand timers to share and solve problems</p> <p>Adults will ask children how to solve a problem that occurs rather than solving it for them</p> <p>Children can use social stories and classroom rules to remind them of ways to solve an issue.</p> <p>Children can access and read a range of texts linked to PSED</p> <p>Adults can model and children can role play different scenarios and look at what to do when</p> <p>Key Vocabulary: rules, solve, problem, solution</p>
<p>What you will see</p>		<p>Children playing together in different areas of the classroom using a range of resources to support their communication.</p>		<p>Children will be resolving issues using tools and techniques modelled to them. They will try to resolve a problem before asking adults for support.</p>