

Nursery Long Term Plan
PSED

	Autumn 1	Spring	Summer
PSED Self-Regulation	Birth to three - babies, toddlers and young children will be learning to: <ul style="list-style-type: none"> Establish their sense of self. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. <p><u>Observation checklist.</u> Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	Three and Four-Year-Olds will be learning to <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Understand gradually how others might be feeling. Be increasingly able to talk about and manage their emotions Is able to leave their adult and enter the setting without needing to be comforted Show resilience and perseverance in the face of challenge and can regulate their emotions without the support of an adult 	Three and Four-Year-Olds will be learning to <ul style="list-style-type: none"> Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.
PSED Managing self	Birth to three - babies, toddlers and young children will be learning to: <ul style="list-style-type: none"> Express preferences and decisions. They also try new things and start establishing their autonomy. Look for clues about how to respond to something interesting. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Find ways of managing transitions, for example from their parent to their key person. 	Three and Four-Year-Olds will be learning to <ul style="list-style-type: none"> Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Is able to follow the daily routines with minimal support. Recognises and works within the boundaries in the classroom Can work effectively alongside peers and confident to work independently from peers and staff 	Three and Four-Year-Olds will be learning to <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Thrive as they develop self-assurance. Has a positive and can do attitude towards their work and participating in activities.
PSED Building Relationships	Birth to three - babies, toddlers and young children will be learning to: <ul style="list-style-type: none"> Look back as they crawl or walk away from their key person. Develop friendships with other children. 	Three and Four-Year-Olds will be learning to <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Find ways to calm themselves, through being calmed and comforted by their key person. 	Three and Four-Year-Olds will be learning to <ul style="list-style-type: none"> Is able to show compassion for others

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	<ul style="list-style-type: none"> • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 		<ul style="list-style-type: none"> • Find solutions to conflicts and rivalries. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Continues to develop friendship skills, working with others and recognising the way their behaviour impacts upon their friends
Launchpad for Literacy Pragmatic: Relationship & Empathy	2+ Skills <ul style="list-style-type: none"> • I seek out faces, make eye contact, copy noises and facial movements. • I enjoy early interaction games such as ‘peek-a-boo.’ • I understand the two-way nature of communication, using and responding to pointing, eye contact and words. • I am interested in what other children are playing and will join in. 	3+ Skills <ul style="list-style-type: none"> • I respond to the feelings of others. • I take on a role and ‘become’ another person or thing using early ‘projection’ skills, putting myself in another’s shoes. • I accept the needs of others with support. • I seek out others for help • I form friendships with other children. 	4+ Skills <ul style="list-style-type: none"> • I accept the needs of others with less support and identify when another child is being ‘unkind.’ • I talk about home, other people in my world and characters in familiar stories. • I talk about things from another’s point of view in a simple way e.g. “What might they see?” or “What might they do?” • I talk about feelings and can link these with events or people. • I know how to ask when I need help or when I want a turn. • I express my needs and feelings using words as well as non-verbally. • I form good relationships with adults and peers.