

Reception Long Term Plan
PSED

	Autumn	Spring	Summer / Early Learning Goal
PSED Self - Regulation	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. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. 	Children in Reception will be learning to <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Can explain the reasons for school rules, and talk about being ready, respectful and safe. Adapts behaviour accordingly in different environments around school and in differing situations such as lunchtime, assembly, playtime, PE and during carpet time. 	ELG - Children at the expected level of development will: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behavior 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.
PSED Managing Self	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. Remember rules without needing an adult to remind them. 	Children in Reception will be learning to <ul style="list-style-type: none"> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge by: continuing to ‘have a go’ , adapting their plans to improve an outcome and understanding that sometimes they can’t do it “yet”. Manage their own needs. 	ELG - Children at the expected level of development will: <ul style="list-style-type: none"> 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	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 solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. 	Children in Reception will be learning to <ul style="list-style-type: none"> Build constructive and respectful relationships. Think about the perspectives of others. Develop an understanding that some friends may choose to do things differently, and to be respectful of their choices. Show sensitivity to their own and others needs through their actions and words. Understands that their words or actions can have an impact on others. 	ELG - Children at the expected level of development will: <ul style="list-style-type: none"> 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.
	Observation Checklist <i>Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can the child settle to some activities for a while?</i> <i>Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need</i>		

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	<i>to work closely with parents and other agencies to find out more about these developmental difficulties.</i>		
Launchpad for Literacy Pragmatic: Relationship and Empathy	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.	5+ Skills <ul style="list-style-type: none">● I talk about things from another person’s point of view in a more complex way including prediction and empathy e.g. “What might they do next?” or “How might they feel?”● I offer enough information but not too much to meet my listener’s needs.● I talk about the feelings of others and the impact I have on this. I also think about what I could do to improve the feelings of another.