

Rainbows Long Term Plan

PSED

	Autumn 1	Spring	Summer
PSED Self-Regulation	- Establish their sense of self. - Feel strong enough to express a range of emotions. <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 support their development in this area	- Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. - Safely explore emotions beyond their normal range through play and stories. <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 support their development in this area	- Be increasingly able to talk about and manage their emotions - Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. <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 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 support their development in this area
PSED Managing self	- 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.	- Express preferences and decisions. - They also try new things and start establishing their autonomy. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. - Thrive as they develop self-assurance.
PSED Building Relationships	- Look back as they crawl or walk away from their key person. - Develop friendships with other children. - Find ways to calm themselves, through being calmed and comforted by their key person. - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.		
Launchpad for Literacy Pragmatic: Relationship & Empathy	2+ Skills - 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.		