

## Applecroft School

### Personal, Social and Emotional Development - Medium Term Plan - 2024-2025

#### Statutory Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Self- regulation</b>	<ul style="list-style-type: none"> <li>• <i>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</i></li> <li>• Look to a supportive adult for help to solve conflicts with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive (e.g. it's my turn now. I want the yellow one.)</li> <li>• Increasingly express their emotions through words rather than actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing consideration of other people's needs and more impulse control, e.g. giving up a toy to another who wants it.</li> </ul>	<ul style="list-style-type: none"> <li>• More able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice skills of negotiation and compromise.</li> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</li> </ul>
<b>Key Vocabulary</b>	take turns, share, help, worried, scared, excited, rules, ask, feelings, others, win win, excitement and anxiety, guilt and self-doubt					

<p><b>Managing Self</b></p>	<ul style="list-style-type: none"> <li>• Know their own name, their preferences and interests and is becoming aware of their unique abilities.</li> <li>• Show autonomy - through asserting their ideas and making choices and decisions.</li> <li>• Try new things.</li> <li>• Play with increasing confidence on their own and with other children, because they know their 'key person' is nearby and available.</li> <li>• Enjoys a sense of belonging through getting involved in daily tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustrations and tantrums.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> <li>• Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to express their needs and ask adults for help.</li> <li>• Show their confidence through taking risks and trying new things or new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them.</li> <li>• Is sensitive to others' messages of appreciation or criticism.</li> </ul>	<ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>difference, same, choice, confident, rule, ask, sad, independent</p>					
<p><b>Building relationships</b></p>	<ul style="list-style-type: none"> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Show empathy and concerns for people who are special to them by partially matching</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community e.g. through helping to tidy up/ joining in fully with class routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their experiences of adult behaviours to guide their social relationships and interactions.</li> <li>• Beginning to develop specific friendships.</li> </ul>

	<p><i>others' feelings with their own.</i></p> <ul style="list-style-type: none"> <li>• Seek out companionship with adults and other children.</li> <li>• Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.</li> </ul>					
<p><b>Key Vocabulary</b></p>	<p>behaviour, friendship, welcome, problem, turn taking, belong, different, friends, kind, calm</p>					
<p><b>Health and Self Care</b></p>	<ul style="list-style-type: none"> <li>• <i>Feeds self competently.</i></li> <li>• <i>Begin to imitate self-care routines in their play, e.g. give the doll a bath, wipe teddy's face, change the baby's nappy.</i></li> <li>• <i>Able to help with and increasingly independently put on and take off simple clothing items such as hats, wellington boots, unzip coats.</i></li> <li>• Can wash and can dry hands effectively and</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell adults when hungry, full up or tired when they want to rest, sleep and play.</li> <li>• Dresses but still needs some help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand why we need to clean our teeth.</li> </ul> <p><b>**Toothbrushing - visit from a Dental Nurse</b></p> <ul style="list-style-type: none"> <li>• Beginning to understand healthy choices about food and drink.</li> </ul>	<ul style="list-style-type: none"> <li>• Can name and identify different parts of the body.</li> <li>• Willing to try a range of different textures and tastes and expressed a preference.</li> </ul>	<ul style="list-style-type: none"> <li>• Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</li> <li>• REVISIT - why we need to clean our teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and can describe words or actions the effects of physical activity on their bodies.</li> <li>• Beginning to say in simple terms why we need to be active.</li> </ul>

	<p>understand why this is important</p> <ul style="list-style-type: none"> <li>• Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Increasing fork and spoon control.</li> </ul>					
<p><b>Key Vocabulary</b></p>	<p>taste, dislike, like, balance, clean, teeth, hot, sweaty, heart, stomach, safe, healthy, food, sleep, washing, toilet, head, arms, legs, eyes, nose, mouth, ears, hungry, rest, tired, play, safe, responsible</p>					