



NPAT Pre-school - Personal Social and Emotional Development

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 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, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school in later life.

EYFS Programme of Study – Statutory Framework for EYFS 2021

Area of Learning	Autumn 1	Spring	Summer	Links to Reception
Self-regulation				
Knowledge and Skills to be taught	Daily routines, expectations for behaviour and following setting’s rules Beginning to recognise and name feelings Free choice play: how to select activities and tidy away when finished Stopping when requested Taking turns Beginning to share Listening to others and responding appropriately			<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others and begin to regulate their behaviour 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.

<p>Possible Lines of Enquiry</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>Behaviour expectations Daily routine Turn taking games Circle times Tidy up routines Role play Small world Outdoor and indoor play</p>	
<p>Vocabulary</p> <p><i>Key words and phrases children need to know and understand</i></p>	<p>Listen, tidy, share, my turn, your turn, now, next</p>	
<p>Ongoing throughout the year</p>	<p>Jigsaw PHSE programme for Pre-School Adults to role modelling and praising appropriate behaviour Visual schedules, learning to stop when asked – e.g., not continue with play at tidy up time, sharing, tidying, self-regulation when leaving adult / upset – strategies shared with the children</p>	
<p>Assessment checkpoint</p> <p>i.e., what a child on track can do by the end of the term</p>	<p>Children can follow simple routines and seek support from an adult Children will explore the environment and access resources Children beginning to wait for their turn to speak Children begin to manage feelings and behaviours Begin to resolve conflicts Beginning to understand that own actions affect others</p>	

Area of Learning	Autumn	Spring	Summer	Links to Reception
Managing Self				
Knowledge and Skills to be Taught	Toileting –developmental – toilet training / independence Eating – feeding self with spoon / feeding self with fork / cutting food Drinking independently Attempt to put on coat, dressing for a role play Accessing appropriate resources independently Can ask for help Try new things			- 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.
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Daily routine and hygiene Model language and action to support sharing and turn taking Opportunities to try new experiences Model to develop a can-do attitude Role play and dressing up			
Vocabulary <i>Key words and phrases children need to know and understand</i>	Toilet, flush, wash hands, dry, eat, try, help, have a go, wipe			
Ongoing throughout the year	Visual schedules, rules and routines, dressing up,			

	role play	
Assessment checkpoint i.e., what a child on track can do by the end of the term.	Children begin to access toilet independently Children select and use resources with adult support. Children can feed themselves and drink independently. Children are willing to have a go and be proud of their achievements. Children can remain focussed at a chosen activity	



Area of Learning	Autumn	Spring	Summer	Links to Reception
Building Relationships				
Knowledge and Skills to be Taught	Sharing and turn taking Playing with others How to be a friend? Begin to resolve conflict appropriately.			
Possible lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Role modelling by adults Circle games Turn taking games Group time Carpet time			
Key Vocabulary <i>Key words and phrases children need to know and understand</i>	Share, take turns, I, me, he, she, now, next, later, first, after that			
Ongoing throughout the year	Jigsaw PHSE programme for Pre-School Behaviour management: adults to role model Visual timetable Circle times/Group times Rules and routines			

<p>Assessment checkpoint</p> <p>i.e., what a child on track can do by the end of the term.</p>	<p>Demonstrate friendly behaviour. Share resources with some support Can play with others. Beginning to express personal needs.</p>	
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