**Frome Valley Reception Long Term Plan**

**Personal, Social and Emotional Development**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **General Topic Themes** | **All About Me!** | **Bears, Bears Everywhere!** | **Traditional Tales!** | **People Who Help Us!** | **Amazing Animals!** | **Come Outside!** |
| **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 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 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 peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**. | | | | | |
| **Managing Self**  **Self-Regulation** | New Beginnings  See themselves as a valuable individual. Being me in my world  Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals | Getting On and Falling Out.  How to deal with anger  Emotions  Self - Confidence Build constructive and respectful relationships.  Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. | Good to be me Feelings  Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in. | Relationships  What makes a good friend?  Healthy me Random acts of Kindness  Looking after pets Looking after our Planet  Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. | Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. | Taking part in sports day - Winning and loosing  Changing me  Look how far I've come!  Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. |
| **Behaviour For Learning** | 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.  ✓ Controlling own feelings and behaviours  ✓ Applying personalised strategies to return to a state of calm  ✓ Being able to curb impulsive behaviours  ✓ Being able to concentrate on a task  ✓ Being able to ignore distractions  ✓ Behaving in ways that are pro-social  ✓ Planning  ✓ Thinking before acting  ✓ Delaying gratification  ✓ Persisting in the face of difficulty | | | | | |
| **Possible Texts and Stories** | My World, Your World  All Are Welcome  Red Rockets and Rainbow Jelly  Amazing Grace  The Magic Paintbrush  My Big Shouting Day  Hands are not for Hitting  Feet are not for Kicking  Teeth are not for Biting  The Colour Monster  A Little Bit Worried | | | | | |