

**The Sue Hedley Nursery School**

**Curriculum Sequence**

**Personal, Social and Emotional Development**

Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children’s wellbeing and resilience.

Our High Scope ethos encourages our children to explore learning through adult and peer interactions. There is a strong focus on supporting our children to make decisions, develop socially and emotionally and become part of the nursery school community.

We understand that children need to feel happy, safe and secure in order for them to learn and reach their full potential. This area of learning is prioritised within our setting by our experienced early years practitioners who spend time tuning into the needs and interest of each individual child as they support them to settle into nursery life. Our children are happy and motivated who come into nursery school with big smiles.

We successfully support all our children to develop resilience, confidence and independence. We encourage our children to have a can do approach and this can be observed by them developing their self-care skills. getting their coats on, making healthy choices at snack time and developing their risk taking skills in trying out new things out in their play.

We establish strong relationships between the children and adults and we proudly encourage our children to show kindness and concern to one another. We support our children in using the High Scope steps to resolving conflicts.

We ensure that children have high levels of wellbeing and we empower children to express and acknowledge all emotions. Self-help strategies are suggested and modelled by practitioners to support children in understanding their emotions and helping them to develop an awareness of self-regulation.

**Curriculum Sequence**

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| **Personal, Social and Emotional Development: Making Relationships** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary:***  **important People-mam/mum, dad, grandma, grandad, sister, brother, baby, name of key worker**  **Items of importance-dummy, blanket, bag, cuddles, love, safe, nappy,** | * I have a strong relationship with my key person. * I am able to separate from my carer or parent. * I will explore new situations with support. * I seek out others to share experiences with. * I choose to play with a familiar friend or child who has a similar interest. * I am beginning to cooperate with familiar people and environments. | * Home visits and meet and greets ensure key information is shared with the parent/carers before the child starts. * Visits to the setting to become familiar with the environment prior to starting. * Two Early Years Practitioners within the group to ensure that there is more support for the children. * Daily opportunities for children to connect during welcome time, small group, recall and snack time. * Early Years Practitioners play with the children following their interests. * Small group sizes and learning spaces allow strong relationships to flourish. |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary: Other children’s names, other adult’s names, friend, family, share, kind, play*** | * I have a strong relationship with my key worker. * I enjoy playing alone, alongside others, inviting others to play and attempting to join others in their play. * I seek the support of adults to resolve conflicts. * I will show increasing consideration of others' needs e.g. giving up a toy to someone who wants it. | * Home visits and meet and greets ensure key information is shared with the parent/carers before the child starts. * Visits to the setting to become familiar with the environment prior to starting. * Daily opportunities for children to connect during welcome time, small group, recall and snack time. * Early Years Practitioners have daily reflections to discuss children’s interest to inform planning. * Learning spaces allow strong relationships to flourish. |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary:* relationships, friendly, co-operate, interests, friendships, problem** | * I have a strong relationship with my key worker and all other adults. * I engage in co-operative play with my peers and interact appropriately. * I have many friendships and seek out social experiences. * I seek out adult support and I am able to articulate my wants and needs. * I return to a familiar adult to gain emotional support and practical help in difficult situations. | * Early Years Practitioners have daily reflections to discuss children’s interest to inform planning. * Daily opportunities for children to connect during welcome time, small group, recall and snack time. * Small group activities allow for collaborative learning experiences and open ended resources support children to work together. * Adults support children to use the High Scope approach conflict (7 steps to conflict and resolution). |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary:* conflict, resolution, friendship, collaboration, relationship, cooperatively** | * I have strong relationships and positive relationships with adults. * I form positive relationships with my peers. * I can work and play cooperatively. * I can take turns. * I am sensitive to my own and others needs. | * Small group size with more adult support. * Smaller learning environment to allow relationships to flourish. * Staff visit children at the setting they are attending. * Daily opportunities for children to connect during welcome time, small group, recall and snack time. * Strong relationships established with parents, carers and school staff. * Adults model positive behaviours with the children. * Small group activities allow for collaborative learning experiences and open ended resources support children to work together. * Adults support children to use the High Scope approach conflict (6 steps to conflict and resolution). |

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| **Personal, Social and Emotional Development: Sense of Self** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary:* me, myself, I like.**  **Belongings: bag, coat, wellies, shoes,**  **Self-Care: nappy change, wet,** | * I show clear enjoyment when I engage in my favourite learning experiences. * I am able to share my preferences and make choices and decisions. * I explore with my own and other people’s views through play. * I am beginning to understand that my actions can have consequences. * I need support with my self-care needs. | * Early Years Practitioners know individual children and know when they need to challenge and encourage children to step out of their comfort zone. * The learning environment promotes active learning linked to children’s interests and experiences. |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary:* I like, I don’t like, toilet, change, wet,** | * I am beginning to be more aware of how I am the same and different to others. * I know the name of my group. * I take part in daily routines. * My confidence and self-esteem is growing. * I will take some risks and try new experiences with the support of an adult. * I have a growing independence and can manage some self-care skills by myself. | * Each group has their own name and area within the learning environment. * Consistent daily routines help children have an understanding of what is happening. * Adults know their individual children and they support them during their learning experiences. * Children are encouraged to take risks and try new experiences. * In the moment planning and teaching allows adults to role model appropriate behaviour and address situations that arise. * Toileting is specific to the needs of each child and practitioners work closely with families to support each approach. |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary:* independent, healthy, safe, respect, looking after, teeth, confident,** | * I recognise that I belong to different communities and social groups. (home/nursery group) * I can talk about what I can do well and what I need to work on. * I can talk confidently to others about my needs, interests and opinions. * I can plan where I want to play and what I want to do. * I am confident in choosing resources in my play. * I am confident to approach new situations and learning experiences independently. | * Each group has their own name and area within the learning environment. * Each day a child is chosen to be the Special Helper. * During each session children have an opportunity to plan where they would like to play. (Planning Time) * During each session children have an opportunity to recall what they have been doing during work time. (Recall Time) * Early Years Practitioners have high expectations and then encourage the children to be independent. |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary:* independent, resilience, challenge, healthy choices, hygiene,** | * I am confident to try new activities. * I show independence, resilience and perseverance in the face of challenge. * I understand the reasons for rules. * I can make the right choices. * I can use the toilet independently. * I can get dressed independently. | * Small group size with more adult support. * Smaller learning environment to allow relationships to flourish. * Early Years Practitioners have high expectations and then encourage the children to be independent. * Visual supports used to encourage children to get ready independently. * Adults use recall to reflect on the positive choices that children have made. * Adults support children to take risks and become more resilient. |

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| **Personal, Social and Emotional Development: Understanding emotions** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary:* sad, happy, crying, smiling, love, cuddle, help, stop, no, ok.** | * I seek comfort from a familiar adult. * I am beginning to understand the emotions happy and sad. * I can show my friends comfort when they are upset. * I am beginning to understand that my actions may hurt others feelings. | * Early Years Practitioners label emotions. e.g. happy and sad. * Stories about emotions are shared with the children e.g. Colour Monster * Early Years Practitioners are always available to give comfort. * Early Years Practitioner model behaviour and spend time to reflect on behaviours that children have displayed. |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary:*** | * I can express a wide range of feelings during my interactions with others excitement, guilt, self-doubt. * I can express the fears that I have. * I am more aware of how my behaviour can affects others. | * Early Years Practitioners label emotions. e.g. happy, sad, excited. * Stories about emotions are shared with the children e.g. Colour Monster. * Early Years Practitioners are always available to give comfort. * Early Years Practitioner model behaviour and spend time to reflect on behaviours that children have displayed. * Opportunities for children to do Mindfulness, Yoga. |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary:* I feel angry, upset, tears, comfort, kind words, empathy, feelings** | * I understand my own and others feelings offering empathy and comfort. * I can talk about my own and others’ feelings. * I try to repair a relationship or situation with support. * I am more able to manage my feelings and tolerate situations where my wishes are not met. * With adult support I can use self-help strategies to support my regulation. | * Early Years Practitioners support children to understand and embrace their emotions e.g. it is ok to cry when you are feeling sad. * Early Years Practitioners prompt children with language e.g. have you asked for a turn? * Adults support children to use the High Scope approach conflict (6 steps to conflict and resolution). * Adults demonstrate empathy and understanding. * Visual aids are used to help children to choose a self-help strategy e.g., bubbles, chew toy, drink, drawing, reading. * Stories linked to emotions are used to support understanding. * Calming area |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary:* I feel angry, behaviour, goals, control, patient, concentrate,** | * I can show an understanding of my own feelings and that of others. * I am beginning to regulate my behaviour. * I can set and work towards simple goals. * I can wait for something I want and control myself. * I can focus to what an adult is saying and respond appropriately. * I can follow instructions involving several ideas and actions. | * Early Years Practitioners support children to understand and embrace their emotions e.g. it is ok to cry when you are feeling sad. * Early Years Practitioners prompt children with language e.g. have you asked for a turn? * Adults support children to use the High Scope approach conflict (6 steps to conflict and resolution). * Adults demonstrate empathy and understanding. * Visual aids are used to help children to choose a self-help strategy e.g., bubbles, chew toy, drink, drawing, reading. * Stories linked to emotions are used to support understanding. * Calming area |