

## Delves Lane Primary School Early Years Curriculum

### Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>On entry</b>	At DLPS children generally join us finding it difficult to be separated from their parent/carer, they have usually not been away from their guardian for long and sometimes even short periods of time, so this can be incredibly hard for them to manage emotionally. Children often come with the support of a pacifier or special blanky or teddy to support them. Children have a basic understanding of happiness and sadness but not necessarily the words to match these emotions. For most of the children joining us it is the first time that they have been in a different environment without a family member, and they are at the early stages of learning how to calm themselves and self-regulate.					
<b>Observational check points</b>	Can children start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?					
<b>2 Year Olds</b>						
<b><u>Self-Regulation</u></b>	Children will find ways to calm themselves, through being calmed and comforted by their key person.		Children feel strong enough to express a range of emotions.	Children will be increasingly able to talk about and manage their emotions.	Children can safely explore emotions beyond their normal range through play and stories.	Children can talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
<b><u>Managing Self</u></b>	Children establish their sense of self. Children will express preferences and decisions. They also try new things and start establishing their autonomy.	Children thrive as they develop self-assurance.	Children feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.	Children are growing in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	Children are beginning 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.	Children learn to use the toilet with help, and then independently.
<b><u>Building Relationships</u></b>	Children will engage with others through gestures, gaze and talk.	Children can use engagement with others to achieve a goal. For example, gesture towards their cup to say they want a drink.	Children will find ways of managing transitions, for example from their parent to their key person.	Children can play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	Children will notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.	Children are developing friendships with other children.
<b>On exit</b>	When leaving our 2's to join Nursery our children can separate from parent/carer and can manage their emotions, they are more confident and happier when coming into Nursery. Children are beginning to be able to communicate with their key worker and can use words or actions to describe if they are feeling happy or sad and sometimes cross. They are starting to be able to say why they are feeling this way. Children are settled in the environment and					

	<p>their routine. In play children are beginning to understand that sharing is important and that they cannot just snatch and grab things. Children will be starting to find a solution, so maybe offer a car for a bus for example or approach an adult to support them with what they need instead of just crying or lashing out. Children are beginning to develop friendships and with support from their key worker are able to play alongside and sometimes with other children in the setting. The goal is that children will be able to use the toilet and be out of nappies ready to start in Nursery and increase in their independence of managing self.</p>
<b>Observational check points</b>	<p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</p>

### Nursery

<b><u>Self-Regulation</u></b>	Children can talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Children develop appropriate ways of being assertive.	Children will talk with others to solve conflicts.	Children find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	
<b><u>Managing Self</u></b>	Children can 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.	Children are increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Children are increasingly following rules, understanding why they are important.	Children can remember rules without needing an adult to remind them.	Children can make healthy choices about food, drink, activity and toothbrushing.
<b><u>Building Relationships</u></b>	Children can play with one or more other children, extending and elaborating play ideas.	Children understand gradually how others might be feeling.	Children are becoming more outgoing with unfamiliar people, in the safe context of their setting.	Children develop their sense of responsibility and membership of a community.	Children can show more confidence in new social situations.
<b>On exit</b>	<p>When leaving Nursery it is our goal that children can confidently talk about how they are feeling and why and what they can do to help themselves with this. Children will be able to talk through conflicts with the support of their key worker and offer up solutions in these situations and be able to compromise and understand that they can't always get their own way. Our children will have developed friendships with others and be able to play with one friend or in a group and can now share and take turns and develop their play with their own ideas. Having been on trips and had visitors in school the children will be more confident in these situations and be becoming aware of things they can do to help friends and family and others in the community.</p>				
<b>Observational check points</b>	<p>Can children play alongside others, or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p>				

### Reception

<b><u>Self-Regulation</u></b>	Children see themselves as a valuable individual.	Children can show resilience and perseverance in the face of challenge.	Children can identify and moderate their own feelings socially and emotionally.
<b><u>Managing Self</u></b>	Children can express their feelings and consider the feelings of others.	Children can manage their own needs. • Personal hygiene	Children will know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
<b><u>Building Relationships</u></b>	Children can build constructive and respectful relationships.	Children think about the perspectives of others.	
<b>On exit</b>	It is our intention that children will leave Reception to enter KS1 with a strong self-belief in what they can do and the ability to be able to apply themselves and give their best. Children will understand that it is ok to find things hard and to get things wrong or even fail at things as this is all part of learning and is all part of the process. Children will be becoming resilient learners and developing a persistence to continue to apply themselves to things that are difficult and not just things they find easier and enjoy. Children will be able to consider the thoughts and feeling of others and understand that we are all different. Children will be able to manage their own feelings and talk about them and take into consideration the feeling of others. Children will be becoming more independent in their own health and wellbeing and know where they can go for extra support with these things.		
<b>Early Learning Goals</b>			
<b>Self-Regulation</b>	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.		
<b>Managing Self</b>	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.		
<b>Building Relationships</b>	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		