

Rockwood Nursery School

Sequence of Learning for Personal, Social and Emotional Development

Intent for PSED

For children to develop positive attitudes about themselves and those around them. To develop a positive disposition to learning; the ability to be independent, cooperative, communicative and resilient. To enable them to become valued members of our nursery and community and shape their own identity through an increasing awareness of their own needs and the needs of others.

Stage	INTENT	IMPLEMENTATION	IMPACT
One	<p>Children will develop a relationship with an adult other than their main carer.</p> <p>Accepting others to comfort and support them.</p> <p>Children will begin to feel safe and secure in the setting.</p> <p>Children will begin to develop confidence to explore alongside a known adult.</p>	<p>Home visit by Key teacher and Key person followed by a gradual induction system based on the child's needs.</p> <p>Family Groups - Key Teacher and Key person through Family group system. Nurture group led by key teacher supported by a TA.</p> <p>Recommended staff / child ratios adhered to – staff play alongside and with children offering positive role-models - encouraging them to engage</p>	<p>Smoother transition from home to nursery helping children settle in quicker</p> <p>Consistency for the child therefore building strong bonds with familiar adults. Children seek comfort from adults or peers in the setting.</p> <p>Children are empowered by the staff interactions and often like to take over leading the play as they become more confident and comfortable with that</p>

		<p>appropriately with others and make choices for learning. They talk about the provision and how to care for it. They point out labelled shelving where resources go – labelled with words and pictures mostly.</p> <p>Nursery behaviour policy – each child is viewed as an individual and is unique. Our expectations for children are high and consistent / ability related.</p> <p>Appropriate Rick assessments are completed at relevant times.</p> <p>Planning based on the children’s interests through Continuous provision reviewed regularly through the year. Planning in the moment – (Daily plan) Differentiation of planning. (sessions, activities) - Children’s individual PLODS / TLP’s shared with and understood by all staff. Children’s Planned session observation board</p>	<p>staff member. They learn to put things away in the correct places therefore respecting their environment.</p> <p>Ensures all staff reflect the same high expectations of the children and children understand what is expected of them while at nursery.</p> <p>Ensures we provide a safe and secure environment for the children to explore in.</p> <p>Children appear to engage deeply in their own choices for learning / areas of interest. - Planning in the moment encourages children to dive deeper into their learning as staff responded to what they saw / heard the children doing e.g. got a resource out or asked challenging extension questions to extend children’s learning.</p>
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Two	<p>Begins to show awareness and interest in other children.</p> <p>Manage transitions.</p> <p>Becomes more familiar with routines and transitions.</p> <p>Beginning to separate from key person and engage with other adults.</p> <p>Responds appropriately to modelled routines and behaviour.</p>	<p>Adults consistently offer positive role-models and encourage the children to:-</p> <p>Take part in small group activities they may be leading.</p> <p>Support the children within the learning environment.</p> <p>Engage with children who are not their key children.</p> <p>Explain the expectations of the nursery to children in a positive manner and constantly role-modelling what we should be doing.</p> <p>Share information they gather with appropriate people.</p> <p>Consistent routines are established and children and staff are prewarned if these are going to change e.g. location, time, staffing changes. A 5-minute verbal warning if given prior to any transition times e.g. tidy-up time.</p>	<p>Children reflect the positive role-modelling that they see within their day to day life – interacting with others appropriately, turn taking in play and conversation.</p> <p>Children trust and turn to any familiar adult when they need to.</p> <p>Children feel safe and secure at all times while at nursery.</p> <p>Children understand what is happening and when therefore helping to relieve their anxiety and stress and making them more resilient. They respond appropriately when key words are mentioned e.g. tidy up time, snack time, lunch time, group bases etc.</p>

<p>Three</p>	<p>Follows routines with support.</p> <p>Begin to make a choice – express likes and dislikes.</p> <p>Begin to express their wants and needs.</p> <p>Begin to manage situations where they might be happy or upset.</p> <p>Begin to play alongside others.</p>	<p>Children are given the opportunity participate in short adult led activities that are planned around the children’s interests and extend children’s learning during their time at nursery. These include:-</p> <p>Registration – meet and greet / singing / story / news telling time.</p> <p>Tatty Bumkins</p> <p>Half termly Key worker group days</p> <p>WellComm group times</p> <p>Forest School sessions</p> <p>Nurture Room sessions</p> <p>Extension activities for learning – e.g. language-based activities e.g. Big mouth, blank levels ELKLAN, ECAT, intervention group work.</p> <p>If they struggle with this then adaptations to their learning are made accordingly e.g. use of an interest box, opportunity to play in another space.</p> <p>For the majority of the time in nursery the children choose their own learning via an environment that is set up offering Continuous Provision. This is supported by qualified staff both indoors and out.</p>	<p>During these adult led activities children often choose to participate as they are planned around their interests and within Continuous provision children learn to follow routines with support, express their likes and dislikes, wants and interests. They are encouraged to co-operate with others and learn to control their emotions by engaging appropriately with or without support.</p> <p>As time goes by, children require less adult or peer support to engage in their own learning, become more independent and resilient.</p>
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<p>Four</p>	<p>Beginning to understand expectations and boundaries.</p> <p>Play alongside children involved in the same activity.</p> <p>Begin to show concern for others.</p> <p>Begin to use modelled strategies to manage situations.</p>	<p>As for 3</p> <p>A lot of work is done to help children understand the emotions they are experiencing through stories, puppetry, video clips, discussions, role-modelling, small world play.</p> <p>Use of role-play and small world situations to act out what is right and wrong.</p>	<p>The children begin to control their emotions appropriately in various situations.</p> <p>Children begin to act out their understanding of the world through small world and role-play.</p> <p>Children begin to express concerns for others. They may look worried, point to someone or get help for someone who is hurt / upset.</p> <p>They begin to listen to reason as to why they or someone else is upset.</p>
<p>Five</p>	<p>Begin to play co-operatively in a group.</p> <p>Express and understand their own emotions and feelings.</p> <p>Begin to regulate their feelings and emotions with support.</p> <p>Learn to cope if things don't go the way they want them to.</p>	<p>All of the above</p> <p>Begin to give the children the responsibility of leading a group e.g. read a story to their friends, take the lead role in a role-play situation, explain how a game works.</p>	<p>The child feels empowered and builds their confidence. They begin to take lead in different situations without support.</p> <p>Children begin to negotiate solutions with others and explain how actions hurt people.</p> <p>They begin to question their friends "Are you ok?" "Can I help you? "</p>

	<p>Begin to be aware of their behaviour and the impact it has on others.</p> <p>Use language to negotiate with others.</p>		<p>The children manage a range of situations appropriately, controlling their emotions and apologising accordingly when they have hurt others.</p>
Six	<p>Start to form friendships and seek out others to join in play.</p> <p>Understand their own actions can hurt others.</p> <p>Be interested in others.</p> <p>Develop confidence to use language to engage and negotiate with others.</p> <p>Understand how to keep themselves safe and know who to go to for help and support.</p> <p>Begin to show independence in regulating and supporting emotions and feelings.</p>	<p>All of the above.</p>	<p>The children make choices for their own learning, invite people into their play or join other peoples play, negotiating ideas and thoughts appropriately.</p> <p>The children can explain why they think someone is unhappy / upset.</p> <p>The children seek out other people to share their experiences with.</p> <p>The children initiate conversations with others, talking through their actions and feelings, thoughts and ideas.</p>