

Personal, Social and Emotional Development

Educational Programme – statutory guidance

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

We will achieve this by supporting the children to-

- Enjoy being healthy and strong and active
- Know how we can keep our bodies healthy and well
- Show core strength, balance and co-ordination when playing
- Move energetically, confidently and safely in a variety of different ways - running, jumping, dancing, climbing...

Children who can move with confidence, balance and co-ordination will be able to refine their fine motor skills so they are able to safely control tools that help them access the wider curriculum. They will then be able to show accuracy and care when using-

- Pencils for drawing and writing
- Paintbrushes for creative and expressive activities
- Hammers, screwdrivers for making and building
- Scissors for cutting and making, art and design
- Cutlery for eating and cooking

EYFS Area of learning	Autumn	Spring	Summer
Self-Regulation	-Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her -Is developing his/her sense of responsibility and membership of a community -Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas -Increasingly follows rules, understanding why they are important -Does not always need an adult to remind him/her of a rules -Is developing appropriate ways of being assertive -Talks with others to solve conflicts -Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'	-Expresses his/her feelings and considers the feelings of others -Is able to identify and moderate his/her own feelings socially and emotionally -Manages his/her own needs	-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
Vocabulary	Feelings – happy, sad, worried, angry, excited, tired, scared, instruction, attention, instruction, strengths, qualities, attention, distraction		
How this is covered:	-Aware of daily routine -Can express feelings -Able to stand in a line for lunch time, going to worship and at home time -Says please and thank you -Take turns when playing	-Joins in with daily routines -Is part of the wider aspect of school – assemblies	-Talks about daily routines -Can express feelings -Finds resolutions without conflict -Shows awareness of others -Will wait their turn and put hands up to talk
Checkpoints	-Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. -Explain to an adult what has happened when they are upset. -"Bounce back" more quickly after upsets and with more independence. -Follow familiar, routine instructions independently.	-Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> -Begin to solve small conflicts through speaking to each other and being assertive, e.g. " <i>Stop that, I don't like it</i> " or " <i>Can I have a turn when you are finished?</i> " -Follow two-step instructions. -Wait with increased patience, when necessary, e.g. when waiting for a turn on the computer.	ELG-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. ELG-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

EYFS Area of learning	Autumn	Spring	Summer
Managing Self	-Is showing more confidence in new social situations	-Sees himself/herself as a valuable individual -Shows resilience and perseverance in the face of challenge	-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
Vocabulary	Rules, voice, respect, rules, perseverance, resilience, hygiene, feelings, independent, feelings, health, clean, germs, exercise		
How this is covered:	-Will have a go with most activities they feel comfortable with -Asks to go to the toilet -Tidies away toys and clears away things that have been used	-Waits for their turn to talk -Ask to go to the toilet when needed but is able to identify times to use the toilet during the day -Will have a go with most activities	-Can organise themselves in the environment - class, cloakroom, lunchtime -Will have a go at activities -Shows preferences with activities and can say why -Play co-operatively and look after toys -Finds resolutions without conflict -Say please and thank you and respond to others in conversations
Checkpoints	-Use the toilet mostly independently. -Take their coat off and put it on. -Follow a simple instruction as part of a group, e.g. sit down, let's go outside. -Join in an activity when invited by an adult. -Use the toilet independently and wash their hands well, knowing why this is important. -Undress independently for P.E., with help for buttons -Do up their coat. -Abide by most of the rules of the classroom. -Try new activities independently or with peers.	-Dress and undress for PE independently. -Discuss healthy food choices. -Discuss sensible choices. -Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. -Begin to persevere when something is challenging. -Work on short activities independently, e.g. a Phonics game.	-Sort healthy foods from less nutritional food. ELG-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices ELG- Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

EYFS Area of learning	Autumn	Spring	Summer
Building Relationships	-Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting -Plays with one or more other children, extending and elaborating play ideas -Is beginning to understand how others might be feeling	-Builds constructive and respectful relationships -Thinks about the perspectives of others	-Show sensitivity to their own and to others' needs. -Form positive attachments to adults and friendships with peers; -Work and play cooperatively and take turns with others;
Vocabulary	Share, take turns, Problems, feelings, confidence, relationships, problems, cooperative, sensitive,		
How this is covered:	-Develops good bonds with key adults in school -Help an adult when asked -Shares toys -Enjoys imaginative play -Can play a game led by an adult	-Can agree or disagree with an adult using words and gestures -Will tidy away items safely	-Comes into school happily -Awareness of adults within school -Will offer to help others -Is involved in more complex imaginative play with changing roles -Organising and cooperating with other children -Can play a game in a small group of peers
Checkpoints	-Play alongside new peers and 'with' familiar peers. -Show interest in their new peers. -Join in with a group of children who are playing. -Form some closer friendships and seek them out to initiate play. -Speak to peers within a game or activity. -Take turns, with adult support, e.g. when playing a board game.	-Hold back & forth conversations, listening to their peers' ideas and responding appropriately. -Show empathy in simple ways, e.g. finding an adult for a child who is hurt. -Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. -Take turns with a little support from an adult or with the systems in place, e.g. sand timers.	ELG-Show sensitivity to their own and to others' needs ELG-Form positive attachments to adults and friendships with peers. ELG-Work and play cooperatively and take turns with others.