

				Nursery				
				Personal, Social and Emotional Development				
				Autumn	Spring	Summer		
				Nursery	<p>Self-Regulation: As growing self-regulators, we will use our Resilience and Responsibility superpowers to... Settle into nursery with support, showing my feelings using simple words (happy, sad). Follow simple routines (coat on peg, tidy up, snack time) with reminders. Talk about my feelings using simple words (happy, sad, scared, tired) and begin to use simple calming strategies with support.</p> <p>Managing Self: As independent learners, we will use our Confidence and Resilience superpowers to... Separate from my parent/carer with support and try new things when encouraged. Choose from a small range of resources and use simple words like <i>this one/that one</i> to make choices. Begin to wait for a short turn with support. Begin to look after my belongings and follow toileting/handwashing routines with help. Choose what I want to play with and bring extra resources (e.g., "I need blocks") to achieve a simple goal.</p>	<p>Self-Regulation: As growing self-regulators, we will use our Resilience and Responsibility superpowers to... Follow simple rules with verbal or visual prompts, stopping when an adult gives me a gentle reminder (e.g., gentle hands)." Use simple words to tell an adult how I feel and begin to talk about feeling <i>worried, excited</i> or <i>unsure</i>. Use calming strategies with adult support, remembering what helps me feel calm. Follow simple safety rules in the wider locality (e.g., hold hands, stay close) and wait for my turn with fewer reminders.</p> <p>Managing Self: As independent learners, we will use our Confidence and Resilience superpowers to ... Choose what I want to play with and find the things I need (e.g., "I need tape", "I need blocks"). Choose the tools and materials I need to make or build something and explain what else I need to finish my idea. Keep trying when something is tricky, especially when I chose the tools myself. Look after my things and follow routines more independently, including toileting, handwashing, and simple routines when out in the local area.</p>	<p>Self-Regulation: As growing self-regulators, we will use our Resilience and Responsibility superpowers to... Follow rules without reminders, showing I know what to do. Use my calming strategies by myself when I feel upset, excited or unsure. Describe feelings using simple adjectives (e.g., worried, excited, calm) for myself, friends and story characters. Explain simple rules to other children and help them follow them safely.</p> <p>Managing Self: As independent learners, we will use our Confidence and Resilience superpowers to ... Choose the tools and materials I need and talk about what will help me finish my idea. Carry out simple tasks to help others, like tidying shared toys or finding something a friend needs. Persist with tricky tasks, using the tools I chose and adapting when needed. Begin to try things independently before asking for help. Help new children by showing them where things are and helping solve simple practical problems. Show pride in achievements ('I did it!').</p>	

	<p>Building Relationships: <i>As kind and caring friends, we will use our Collaboration superpower to...</i></p> <p>Form a secure bond with my teachers and respond to others with smiles, gestures or simple words. Play alongside other children, watching and copying ideas. Begin to share with help and join short group times. As we go through the term become more outgoing with familiar adults and begin to play with other children, holding hands or joining simple games.</p>	<p>Building Relationships: <i>As kind and caring friends, we will use our Collaboration superpower to...</i></p> <p>Take turns with adult prompts, passing equipment to friends. Play with other children for longer, joining in their ideas and sharing play themes. Use kind words to solve small problems (e.g., "Let's share", "You can go next") and show care when others are upset Show awareness of others' feelings ('He sad'). Take turns spontaneously and join simple discussions about fairness (e.g., "You have it first, then me").</p>	<p>Building Relationships: <i>As kind and caring friends, we will use our Collaboration superpower to...</i></p> <p>Use play with another child to extend and grow ideas, taking on roles and speaking from another point of view. Accept simple solutions from adults and move on with play without becoming upset. Begin to solve simple conflicts with adult modelling. Take turns spontaneously and join simple discussions about fairness (e.g., "You go first, then me"). Use kind words to solve small problems and begin to be assertive in appropriate ways.</p>
Vocabulary	Happy, sad, tired, hungry, scared, cross, hurt, warm, cold, coat, tidy up, toilet, wash hands, wait, finish	Your turn, my turn, next, I did it, stay close, safe, careful take turns, share, be kind, worried, surprised, excited, listen, I need, choose, quiet, noisy	Hello, good bye, put that there, take that, we do, we can, we are, annoyed, anxious, brave, nervous, solve, line up, rules, unsafe, safe, healthy choices, problem, solution
How adults support this	<p>Autumn</p> <p>Build warm, secure relationships so children feel safe and ready to learn. Respond sensitively to children's emotions, labelling feelings ("You look sad...") to support understanding. Model simple emotional language (happy, sad, scared, tired). Use visuals, routines and consistent expectations to support understanding and security. Support children during transitions (separating from parents, moving between activities). Model and scaffold turn-taking and sharing during play. Narrate children's play to support understanding of actions and feelings.</p>	<p>Spring</p> <p>Model and extend emotional language (e.g. "You feel upset because..."). Support children to recognise and name a wider range of feelings using visuals and stories. Co-regulate by guiding children through simple calming strategies (breathing, quiet space, asking for help). Scaffold turn-taking and sharing during play, using clear language and modelling. Encourage children to talk through problems ("What can we do?"). Provide consistent routines and visual prompts to support independence. Model making choices and explaining them ("I chose this because...").</p>	<p>Summer</p> <p>Encourage children to talk about their feelings and explain why. Model and reinforce independent use of calming strategies. Support children to resolve simple conflicts through talk ("You first, then me"). Provide opportunities for children to take responsibility and lead parts of routines. Gradually step back to allow children to manage play, interactions and routines independently. Model respectful language and empathy ("How does he feel?"). Encourage children to organise their play and negotiate roles.</p>

	Support calming strategies (holding hands, quiet spaces, cuddles where appropriate). Provide clear praise to build confidence and resilience ("You tried that by yourself!").	Support children to take turns in conversations and social interactions. Use praise to reinforce independence, effort and positive behaviour.	Reinforce expectations and routines to prepare for Reception. Use specific praise for independence, resilience and kindness.
Experiences	<p>Autumn</p> <ul style="list-style-type: none"> Settling routines and key person time Feelings check-ins (visuals, mirrors, emotion cards) Turn-taking games Snack helper roles Tidy-up routines with songs and structure Simple group times (short, supported) Role play (home corner - familiar routines) Quiet/calming spaces for regulation Parallel play opportunities with adult modelling Story times focused on feelings and friendships 	<p>Spring</p> <ul style="list-style-type: none"> Turn-taking games (board games, rolling a ball, sharing resources) Small group activities (adult-supported cooperative play) Role play (home, shops, families - practicing social language) Stories about feelings, sharing and friendships Snack routines with increased independence (pouring, choosing, tidying) Self-care routines (putting on coat, washing hands independently) Collaborative play (building together, shared tasks) Simple problem-solving in play (e.g. "There's one bike - what now?") Feelings games (matching faces, talking about emotions) 	<p>Summer</p> <ul style="list-style-type: none"> Cooperative play (building together, shared imaginative play) Group games with rules (waiting, turn-taking, stopping/starting) Role play (real-life scenarios: shops, school, home, journeys) Circle times focused on feelings, friendships and kindness Problem-solving tasks ("How can we fix this?" "What shall we do?") Independence routines (self-care, tidying, organising resources) Outdoor team play (moving equipment together, shared tasks) Transition activities (preparing for Reception routines) Stories and discussions about starting school