



# Personal, Social and Emotional Development in Nursery

	Autumn	Spring	Summer
Self-regulation	<ul style="list-style-type: none"> <li>Settle into nursery with support, showing my feelings using simple words (happy, sad).</li> <li>Follow simple routines (coat on peg, tidy up, snack time) with reminders.</li> <li>Talk about my feelings using simple words (happy, sad, scared, tired) and begin to use simple calming strategies with support.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple rules with verbal or visual prompts, stopping when an adult gives me a gentle reminder (e.g., gentle hands)."</li> <li>Use simple words to tell an adult how I feel and begin to talk about feeling <i>worried</i>, <i>excited</i> or <i>unsure</i>.</li> <li>Use calming strategies with adult support, remembering what helps me feel calm.</li> <li>Follow simple safety rules in the wider locality (e.g., hold hands, stay close) and wait for my turn with fewer reminders.</li> </ul>	<ul style="list-style-type: none"> <li>Follow rules without reminders, showing I know what to do.</li> <li>Use my calming strategies by myself when I feel upset, excited or unsure.</li> <li>Describe feelings using simple adjectives (e.g., worried, excited, calm) for myself, friends and story characters.</li> <li>Explain simple rules to other children and help them follow them safely.</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>Separate from my parent/carer with support and try new things when encouraged.</li> <li>Choose from a small range of resources and use simple words like <i>this one/that one</i> to make choices.</li> <li>Begin to wait for a short turn with support.</li> <li>Begin to look after my belongings and follow toileting/handwashing routines with help.</li> <li>Choose what I want to play with and bring extra resources (e.g., "I need blocks") to achieve a simple goal.</li> </ul>	<ul style="list-style-type: none"> <li>Choose what I want to play with and find the things I need (e.g., "I need tape", "I need blocks").</li> <li>Choose the tools and materials I need to make or build something and explain what else I need to finish my idea.</li> <li>Keep trying when something is tricky, especially when I chose the tools myself.</li> <li>Look after my things and follow routines more independently, including toileting, handwashing, and simple routines when out in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Choose the tools and materials I need and talk about what will help me finish my idea.</li> <li>Carry out simple tasks to help others, like tidying shared toys or finding something a friend needs.</li> <li>Persist with tricky tasks, using the tools I chose and adapting when needed.</li> <li>Begin to try things independently before asking for help.</li> <li>Help new children by showing them where things are and helping solve simple practical problems.</li> <li>Show pride in achievements ('I did it!').</li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>Form a secure bond with my teachers and respond to others with smiles, gestures or simple words.</li> </ul>	<ul style="list-style-type: none"> <li>Take turns with adult prompts, passing equipment to friends.</li> </ul>	<ul style="list-style-type: none"> <li>Use play with another child to extend and grow ideas, taking on roles and speaking from another point of view.</li> </ul>

	<ul style="list-style-type: none"> <li>• Play alongside other children, watching and copying ideas.</li> <li>• Begin to share with help and join short group times.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with other children for longer, joining in their ideas and sharing play themes.</li> <li>• 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’).</li> <li>• Take turns spontaneously and join simple discussions about fairness (e.g., “You have it first, then me”).</li> </ul>	<ul style="list-style-type: none"> <li>• Accept simple solutions from adults and move on with play without becoming upset.</li> <li>• Begin to solve simple conflicts with adult modelling.</li> <li>• Take turns spontaneously and join simple discussions about fairness (e.g., “You go first, then me”).</li> <li>• Use kind words to solve small problems and begin to be assertive in appropriate ways.</li> </ul>
<b>Key Words &amp; Phrases</b>	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, goodbye, 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
<b>How Adults Support Pupils in PSED</b>	<ul style="list-style-type: none"> <li>• Build warm, secure relationships so children feel safe and ready to learn.</li> <li>• Respond sensitively to children’s emotions, labelling feelings (“You look sad...”) to support understanding.</li> <li>• Model simple emotional language (happy, sad, scared, tired).</li> <li>• Use visuals, routines and consistent expectations to support understanding and security.</li> <li>• Support children during transitions (separating from parents, moving between activities).</li> <li>• Model and scaffold turn-taking and sharing during play.</li> <li>• Narrate children’s play to support understanding of actions and feelings.</li> <li>• Support calming strategies (holding hands, quiet spaces, cuddles where appropriate).</li> <li>• Provide clear praise to build confidence and resilience (“You tried that by yourself!”).</li> </ul>	<ul style="list-style-type: none"> <li>• Model and extend emotional language (e.g. “You feel upset because...”).</li> <li>• Support children to recognise and name a wider range of feelings using visuals and stories.</li> <li>• Co-regulate by guiding children through simple calming strategies (breathing, quiet space, asking for help).</li> <li>• Scaffold turn-taking and sharing during play, using clear language and modelling.</li> <li>• Encourage children to talk through problems (“What can we do?”).</li> <li>• Provide consistent routines and visual prompts to support independence.</li> <li>• Model making choices and explaining them (“I chose this because...”).</li> <li>• Support children to take turns in conversations and social interactions.</li> <li>• Use praise to reinforce independence, effort and positive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to talk about their feelings and explain why.</li> <li>• Model and reinforce independent use of calming strategies.</li> <li>• Support children to resolve simple conflicts through talk (“You first, then me”).</li> <li>• Provide opportunities for children to take responsibility and lead parts of routines.</li> <li>• Gradually step back to allow children to manage play, interactions and routines independently.</li> <li>• Model respectful language and empathy (“How does he feel?”).</li> <li>• Encourage children to organise their play and negotiate roles.</li> <li>• Reinforce expectations and routines to prepare for Reception.</li> <li>• Use specific praise for independence, resilience and kindness.</li> </ul>

<b>Experiences</b>	<ul style="list-style-type: none"> <li>• Settling routines and key person time</li> <li>• Feelings check-ins (visuals, mirrors, emotion cards)</li> <li>• Turn-taking games</li> <li>• Snack helper roles</li> <li>• Tidy-up routines with songs and structure</li> <li>• Simple group times (short, supported)</li> <li>• Role play (home corner – familiar routines)</li> <li>• Quiet/calming spaces for regulation</li> <li>• Parallel play opportunities with adult modelling</li> <li>• Story times focused on feelings and friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Turn-taking games (board games, rolling a ball, sharing resources)</li> <li>• Small group activities (adult-supported cooperative play)</li> <li>• Role play (home, shops, families – practicing social language)</li> <li>• Stories about feelings, sharing and friendships</li> <li>• Snack routines with increased independence (pouring, choosing, tidying)</li> <li>• Self-care routines (putting on coat, washing hands independently)</li> <li>• Collaborative play (building together, shared tasks)</li> <li>• Simple problem-solving in play (e.g. “There’s one bike — what now?”)</li> <li>• Feelings games (matching faces, talking about emotions)</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative play (building together, shared imaginative play)</li> <li>• Group games with rules (waiting, turn-taking, stopping/starting)</li> <li>• Role play (real-life scenarios: shops, school, home, journeys)</li> <li>• Circle times focused on feelings, friendships and kindness</li> <li>• Problem-solving tasks (“How can we fix this?” “What shall we do?”)</li> <li>• Independence routines (self-care, tidying, organising resources)</li> <li>• Outdoor team play (moving equipment together, shared tasks)</li> <li>• Transition activities (preparing for Reception routines)</li> <li>• Stories and discussions about starting school</li> </ul>
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