

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> • Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. • Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> • Separate from main carer with support • Express own preferences and interests • Select and use activities and resources with help • Welcome and value praise for what they have done • Enjoy the responsibility of carrying out small tasks • Confident to talk to other children when playing and to ask adults for help • Communicate freely about home and family • Express their own feelings and respond to the feelings and wishes of others • Be aware that some actions can hurt or harm others • Help or comfort others when distressed • Show understanding and cooperate with some boundaries and routines • Inhibit own actions/behaviours • Growing ability to distract self when upset • Begin to accept the needs of others and can take turns and share resources, sometimes with support • Interested in each others' play and start to join in • Seek out others to share experiences • Show affection and concern for special people • Form a special friendship with another child • Play in a group, extending and elaborating play 	<p>Work in areas of Continuous provision and talk about where things are and what they are for/what they do, Introduce different members of staff; look carefully at all areas in turn.</p> <p>Independence – separating from parents, finding peg, self registration, choosing own areas to work in rather than just following others, tidying up areas where they have worked.</p> <p>Discuss rules/routines of setting, ask for suggestions, talk about where things are, when they can be used, who can use them and how they are to be used, then tidied away.</p> <p>Use manners at snack/lunch times and during the session</p> <p>Encourage children to help each other find what they need, put on aprons, sort out things and tidy away. Praise children for their work/kindness to others, encourage children to form good relationships with their peers.</p> <p>Learn our Golden rules – encourage children to earn 'stamps' on their teddies and team points for their school team.</p> <p>Work with adults to take turns and share equipment</p> <p>Reinforce correct behaviour – rewards and sanctions</p> <p>Encourage children to express feelings to staff and ask for help if required. Encourage children to 'have a go' before asking for help</p> <p>Talk about home and family at circle times and informally.</p>

Medium Term Planning Reception St Michael's Nursery & Infant School
PRIME AREA - Personal, Social and Emotional Development Autumn 1 Ourselves Sarah Ives

	<ul style="list-style-type: none">• Initiate play, offering cues to peers to join in	SEAL material “New Beginnings” resources – feelings fans, the new boy, Ruby at Nursery, Identifying feelings from photos Circle time activities – see “All About Me” (Planning for Learning) pages 8, 10, 12, 16, 18 PSE Development.
--	----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------