

(Personal, Social and Emotional) Scheme of Work

Reception – Autumn 1

Topic: All About Me

Activities	Intended Outcomes 3-4 year olds	Key Vocabulary and Questions
<p>Times to talk about feelings and behaviours. Make a feelings book using suggestions from the children, e.g. “I feel happy when... I feel cross when....” Model how you label and manage your own feelings e.g. “I’m feeling a bit angry and I need to calm down so I’m going to... “</p> <p>Adult to play with children, modelling how to play with and share resources. Ensure that play is inclusive of all children and that adults are aware of and responsive to the needs of EAL children.</p> <p>Play the Home/School game. Talk about routines at home and routines at school and how we behave differently at school e.g. we line up to come into school, but we don’t line up to go into our house! Why not? Use photos of home and school. Children to sort into two groups. Talk about why it is important to behave a certain way at school.</p> <p>Provide activities that require give and take or sharing for things to be fair. Encourage children to think about issues from the viewpoint of others to help the children ask the children for their ideas on what might make people feel better when they are sad or cross. Use puppets to support children in considering fair ways to share and get on with each other.</p> <p>Make a list of class rules using the children’s ideas and display in the classroom.</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve the goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling. 	Key Vocabulary and Questions
		Assessment Opportunities
		<p>How do we look when we are happy/sad? Can we always tell when people are happy or sad? How do we feel inside? Other feeling words</p> <p>Can they settle to some activities for a while? Can they play alongside others or do they always want to play alone? Can they take part in other pretend play (for example, being ‘mummy’ or ‘daddy’?) Can they take part in other pretend0 play with different roles-being the Gruffalo, for example? Can they generally negotiate solutions to conflicts in their play?</p> <p>Carry out baseline assessments and update tracking records.</p>

<p>Feelings games- places names in basket saying how feeling that day.</p> <p>Look at face in a mirror. Make a variety of different faces.</p> <p>Explore with the children times what makes us feel different emotions.</p> <p>Role play activities and areas resourced with familiar materials reflecting children’s family lives and communities. Adults to support by modelling inclusive play, taking on roles, responding to what others are doing, initiating inclusive play and asking children what they would like to play with and how resources could be used.</p> <p>Partner activities. Give children opportunities to talk to and listen to a variety of partners. Model partner talk and listening time with another adult, taking care to listen carefully and say back to the talker what was said in order to reinforce careful listening.</p> <p>WWO games- Meet and Greet</p>		Resources
		<p>Role play areas</p> <p>Puppets</p> <p>Feeling game</p> <p>Mirrors</p> <p>Feelings book</p>

(Personal, Social and Emotional) Scheme of Work

Reception – Autumn 2

Topic: Fantasy, Festivals and Food

Activities	Intended Outcomes 3-4 Year olds	Key Vocabulary and Questions
<p>Sing The Welcome song in a circle: Let's say hello to Let's say hello to ...Let's say hello to ... You're welcome here today! Repeat until everyone has been included. Encourage the children to sit next to and get to know other children in the class.</p> <p>Play the All Change game. Hand out cards showing pictures of objects to the children. Have several cards showing the same image. Hold up a card. The children with the same card stand and then swap places with another child who has stood up.</p> <p>Role play activities and areas resourced with familiar materials reflecting children's family lives and communities. Adults to support by modelling inclusive play, taking on roles, responding to what others are doing, initiating inclusive play.</p> <p>Partner activities. Give children opportunities to talk to and listen to a variety of partners. Model partner talk and listening time with another adult, taking care to listen carefully and say back to the talker what was said in order to reinforce careful listening.</p> <p>Play games with small groups of children to develop turn-taking and sharing skills. Teacher to model how to be polite and friendly to others. Support children who have not yet made friends and use puppets and dolls to help children explore their ideas about friendships.</p> <p>Small World activities supported by adults.</p> <p>Introduce Show and Tell to the class. Model how to talk about something. Model attentive listening, taking care to repeat back what was said and to answer any questions clearly.</p> <p>WWO games- Let me introduce you to..... Pass the smile,clap,high five</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve the goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. 	<p>Play Partner Family Take turns</p>
		Assessment Opportunities
		<p>Can they settle to some activities for a while?</p> <p>Can they play alongside others or do they always want to play alone?</p> <p>Can they take part in other pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Can they take part in other pretend play with different roles-being the Gruffalo, for example?</p> <p>Can they generally negotiate solutions to conflicts in their play?</p>
		Resources
		<p>Small world toys Puppets</p>

(Personal, Social and Emotional) Scheme of Work

Reception – Spring 1
Topic: Me and My World

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Show several photographs of people who look angry and people who look happy and kind to the children. Ask the children to suggest what the people in the photographs might be feeling. Ask the children how they know.</p> <p>Draw out ideas of facial expressions and body language. Ask the children to show you a happy and an angry face. Take photographs. Ask the children to think about when they or someone else has felt angry. Pass the sentence I feel angry when.... Talk about how words and actions can hurt others.</p> <p>Play the Match the Feeling game. Collect pictures of people with a range of facial expressions from newspapers, magazines etc Talk about routines at school and how we behave differently in different parts of the grounds and building.</p> <p>Take the children on a walk and highlight the different spaces and how we behave in them.</p> <p>Ask the children to run around the playground space and use their big playtime voices, and then ask them to tiptoe quietly in the class room and use a whispering voice. Highlight the contrast and ask the children why we can use very loud voices outside but not inside.</p> <p>Provide activities that require give and take or sharing for things to be fair. Encourage children to think about issues from the viewpoint of others to help the children ask the children for their ideas on what might make people feel better when they are sad or cross. Use puppets to support children in considering fair ways to share and get on with each other.</p> <p>WWO games – Touch Colour Name Train</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<p>Can the children see the fairest outcome of a situation? Can they solve problems without aggression? Feeling words</p>
		Assessment Opportunities
		<p>Can they talk to others about what they want or need? Can they listen to the opinions of others? Can they show resilience? Can they show perseverance?</p>
		<p align="center">Resources</p> <p align="center">Expression cards Match feeling game Puppets</p>

(Personal, Social and Emotional) Scheme of Work

Reception – Spring 2
Topic: Where Shall We Go Today?

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Take a selection of pictures of people with a range of facial expressions. Spread the pictures on the table. The child has to choose a face that might fit with a short scenario e.g. This person feels loved and cared for. This person has lost their favourite thing. This person has just been given an ice cream. This person has no one to play with. This person has just had to say goodbye to their mum or dad. Encourage the children to explain what they think is happening and how the people would be feeling. Allow children to express how they feel in different situations and how they manage their feelings. Provide opportunities for the children to talk to adults both in small groups and alone if required.</p> <p>Use role play activities to help the children act out behaviour in different settings and environments e.g. being excited when going on an outing, listening quietly when a visitor comes to school, sharing toys when other children want to play with them etc. Praise the children's efforts and allow them to talk about how they feel at times and how those feelings manifest themselves.</p> <p>Circle time activities to support conversations between children and adults. Roll a ball to someone in the circle, saying something nice to them as the ball is travelling. The child receiving the ball repeats the activity.</p> <p>Parachute games to promote collaboration.</p> <p>Partner activities. Give children opportunities to talk to and listen to a variety of partners. Model partner talk and listening time with another adult, taking care to listen carefully and say back to the talker what was said in order to reinforce careful listening.</p> <p>Support children in role play activities. Encourage them to role play 'falling out', and support them in the 'making up' role.</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<p>What do they remember about their first day?</p> <p>What activities did they try and what did they enjoy doing?</p>
		<p align="center">Assessment Opportunities</p>
		<p>Can they children talk about their feelings?</p> <p>Can they children talk about their behaviour?</p> <p>Do they know the consequences and that some behaviour is unacceptable?</p> <p>Can they initiate a conversation with another child?</p> <p>Can they work together with others?</p>
		<p align="center">Resources</p> <p align="center"> Pictures Photos Parachute Balls WWO cards – animals and shapes </p>

Circle time model being a good listener and show sensitivity to the feelings of others.

Encourage the children to try different activities. Plan sessions that are based around a curriculum area e.g. art or mathematics. Play with the children and model the new activity.

Discuss with the children how they felt when they first started school.

Make a class poster of favourite activities and highlight when someone has tried and enjoyed a new activity.

WWO cards-working in pairs and threes – animal and shapes cards.

(Personal, Social and Emotional) Scheme of Work

Reception – Summer 1
Topic: How Do Things Grow?

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Use role play activities to help the children act out behaviour in different settings and environments e.g. being excited when going on an outing, listening quietly when a visitor comes to school, sharing toys when other children want to play with them etc.</p> <p>Praise the children's efforts and allow them to talk about how they feel at times and how those feelings manifest themselves.</p> <p>Give the children opportunities to work together in groups on a variety of different activities such as making models, playing in the role play area, painting a large painting etc.</p> <p>Show and tell activities. Encourage the children to bring things in to show to their group. Support children to think what they want to say before speaking.</p> <p>Encourage the children to be independent in selecting the resources they need for an activity. Ensure that all resources are labelled and accessible for the children to reach. Praise the children for looking after resources and tidying them away with care.</p> <p>Twinkl PowerPoint Feelings</p> <p>Sharing is caring PowerPoint</p> <p>WWO cards-working in pairs and threes – animal and shapes cards.</p>	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.	<p>Share Keep going Don't give up Tell me Feelings</p>
		Assessment Opportunities
		<p>Can they talk to others about what they want or need?</p> <p>Can they listen to the opinions of others?</p> <p>Can they show resilience?</p> <p>Can they show perseverance?</p>
		Resources
		<p>Twinkl PowerPoints</p>

(Personal, Social and Emotional) Scheme of Work

Reception – Summer 2

Topic: Water and Waves

Activities	Intended Outcomes ELG	Key Vocabulary and Questions
<p>Take the children on outings e.g. Staunton Country Park, and talk to them about behavioural expectations when they go to different places. Show pictures of the route to be taken and talk about what activities will happen. Explain that sometimes we have to behave differently in order to stay safe.</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p> <p>Develop social phrases- link to L&C</p> <p>Activities that allow the children to show resilience and perseverance in the face of challenge.</p> <p>Responding to music and talking about feelings- Charanga scheme</p> <p>Happy and sad sorting</p> <p>How does it make you feel? Activity</p> <p>Listen and respond to stories, inputs.</p> <p>WWO cards-working in pairs and threes – animal and shapes cards.</p> <p>Pre brief and debrief questions</p> <p>Chinese whispers</p> <p>Squiggle pictures</p> <p>Dancing pens</p> <p>Further develop the skills they need to manage the school day successfully:</p> <p>lining up and queuing</p>	<p align="center">Self Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>-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.</p>	<p align="center">Challenge</p> <p align="center">Rules</p> <p align="center">Healthy</p> <p align="center">Take turns</p>
		Assessment Opportunities
	<p align="center">Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge;</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p align="center">How does that make you feel?</p> <p align="center">Can they say how actions might affect other children?</p> <p align="center">How do we stay safe?</p> <p align="center">Can they think about the perspectives of others?</p> <p align="center">Can they manage their own needs?</p>
		Resources
	<p align="center">Building Relationships</p> <p>Work and play cooperatively and take turns with others;</p> <p>-Form positive attachments to adults and friendships with peers;</p> <p>-Show sensitivity to their own and to others' needs</p>	<p align="center">Twinkl activities</p> <p align="center">WWO cards- alphabet, shapes and animals</p>

<p>mealtimes personal hygiene</p> <p>Healthy food choices PowerPoint and sorting</p> <p>Talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none">– regular physical activity– healthy eating– tooth brushing– sensible amounts of ‘screen time’– having a good sleep routine– being a safe pedestrian		
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