



## Walbrook Nursery School

### Personal, Social and Emotional Development Long-Term Plan

	Term 1		Term 2		Term 3		Term 4 and 5 Challenge and Extension
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>We are learning to...</b>	<ul style="list-style-type: none"> <li>-join in with adult led activities.</li> <li>-recognise the feelings, happy and sad.</li> <li>-name some emotions.</li> <li>-choose an activity and play for a short period.</li> <li>- follow a simple one step instruction.</li> <li>-leave our family member on arrival.</li> <li>-recognise some of the Walbrook Fab Five rules.</li> <li>- join in with simple repetitive play.</li> <li>-form a friendship.</li> <li>-share and take turns.</li> <li>-play alongside others.</li> </ul>		<ul style="list-style-type: none"> <li>-join in with different adult led activities.</li> <li>-name and recognise different emotions.</li> <li>-choose an activity and sustain play.</li> <li>-expand play ideas.</li> <li>-use different resources safely.</li> <li>-leave family members with confidence.</li> <li>-follow the Walbrook Fab Five rules.</li> <li>-make multiple friendships.</li> <li>-share and take turns.</li> <li>-make connections between own and others' play.</li> </ul>		<ul style="list-style-type: none"> <li>-understand and recognise different feelings.</li> <li>-say why someone might be feeling an emotion.</li> <li>-stay at an activity for a longer duration by extending own ideas.</li> <li>-show confidence in social situations.</li> <li>-repeat and follow the Walbrook Fab Five rules.</li> <li>-take part in pretend play.</li> <li>-play in a group.</li> <li>-share and take turns.</li> <li>-understand when something belongs to others.</li> <li>-play in a range of ways.</li> </ul>		<ul style="list-style-type: none"> <li>-talk about different emotions and give examples of when one might feel the emotion.</li> <li>-seek out extra resources for play.</li> <li>-use voice to remind others of the Walbrook Fab Five rules.</li> <li>-resolve conflict.</li> <li>-play collaboratively with others.</li> </ul>
<b>Suggested Teachable Moments</b>	Reading, writing, maths, phonics, story time Emotion cards The Colour Monster book Emotion hunt How do you feel today board Calm Corner Sensory room for regulation Walbrook Fab Five rules, posters and book Circle games for friendship building Cooperative games, bridge building, doctors role-play, teacher role-play		Reading, writing, maths, phonics, story time Emotion cards Emotion masks Emotion playdough boards Circle games Collaborative activities.		Emotion matching cards Emotion books All kinds of feelings book Emoji emotion and photo match Circle games Pat-A-Cake clapping games		Make own Walbrook fab five posters Emotion poster Emotion and reason card match. Pat-a-cake clapping games
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Beginning to join an adult led activity and stay focussed for a short duration.</li> <li>Names and recognises the emotions 'happy' 'sad'.</li> <li>Chooses an activity and settle for at least five minutes before moving to another. E.g., Rolling the cars.</li> <li>Follows a simple instruction and guidance on how to use basic resources that have been modelled.</li> <li>Shows ability to leave parents with a little more confidence (some days happy to do so).</li> </ul>		<ul style="list-style-type: none"> <li>Joins an adult led activity and stays focussed for around 5-10 minutes.</li> <li>Names and recognises 'happy', 'sad', and 'angry' and may start to give examples of these.</li> <li>Chooses an activity and stays at it for longer than five minutes.</li> <li>Beginning to show the ability to extend and expand on their idea.</li> <li>Understands how to use the different resources and am showing awareness of how to use them safely.</li> </ul>		<ul style="list-style-type: none"> <li>Understands and recognises others' feelings.</li> <li>Talks about own feelings using words like 'happy', 'sad', 'angry', or 'worried'.</li> <li>Settles at activities of own choice for a longer period and able to extend ideas.</li> <li>Selects and uses resources with increasing independence.</li> <li>Beginning to ask for more obscure resources that are not always readily available.</li> <li>Shows more confidence in new social situations.</li> </ul>		<ul style="list-style-type: none"> <li>Increasingly follows and remembers rules and understands why they are important.</li> <li>Beginning to ask for more obscure resources that are not always readily available.</li> <li>Starting to negotiate and find solutions to conflicts.</li> <li>Plays with one or more children, extending and elaborating play ideas.</li> </ul>

	<p>Starting to become familiar with the Fab Five rules.</p> <p>Beginning to seek out basic repetitive pretend play e.g., putting the doll to bed or rolling a car.</p> <p>Does things for themselves without help but still requires support.</p> <p>Builds a friendship with one child they seek out more often.</p> <p>Starting to share toys and wait for their turn.</p> <p>Plays solitary/ parallel but at times may seek out others to associate their play.</p>	<p>Leaves adult confidently.</p> <p>Knows and can recite the rules when encouraged.</p> <p>Engages in pretend play and starts to make links with others' play.</p> <p>Can do some self-care skills on their own.</p> <p>Leaves adult confidently.</p> <p>Beginning to expand friendship group to allow others into their play.</p> <p>Beginning to share toys and wait for their turn.</p> <p>Becoming more confident at associative play but will begin to engage in cooperative play.</p>	<p>Increasingly follows and remembers rules and understands why they are important.</p> <p>Takes part in pretend play.</p> <p>Starting to negotiate and find solutions to conflicts.</p> <p>Becoming more outgoing with unfamiliar people.</p> <p>Plays with one or more children, extending and elaborating play ideas.</p> <p>Shares and takes turns more naturally with others.</p> <p>Understands 'yours' and 'mine'.</p> <p>Balances play through a mixture of parallel, solitary, associative play and starting to show elements of cooperative play.</p>	
<p>I can...</p>	<p>I can join in with adult led activities.</p> <p>I know the emotions happy and sad.</p> <p>I can name some emotions.</p> <p>I can stay at an activity of my choice for a short period.</p> <p>I can follow a simple instruction.</p> <p>I can leave my family member.</p> <p>I can show some understanding of the Fab Five rules.</p> <p>I can engage in repetitive play.</p> <p>I can attempt to do somethings for myself.</p> <p>I can build a friendship.</p> <p>With support, I can share and take turns.</p> <p>I can play alongside others.</p>	<p>I can join in with adult led activities.</p> <p>I know the emotions happy, sad, angry.</p> <p>I can name some emotions.</p> <p>I can stay at an activity for a longer period.</p> <p>I can expand my play ideas.</p> <p>I know how to use a range of resources safely.</p> <p>I know some of the Fab Five Rules off by heart.</p> <p>I can leave family members confidently.</p> <p>I can make multiple friendships.</p> <p>I can share and take turns with less support.</p> <p>I can make connections between mine and other's play.</p>	<p>I can name a range of emotions.</p> <p>I know a range of emotions.</p> <p>I can settle at activities for an increasing length of time.</p> <p>I can select and use a range of resources and tools independently.</p> <p>I can ask for resources that are not visible.</p> <p>I know how to play as part of a group.</p> <p>I know the difference between yours and mine.</p>	<p>I know all the Fab Five rules.</p> <p>I can repeat the Fab Five rules to others to help them understand.</p> <p>I can negotiate and find solutions to conflict.</p> <p>I can play with others and listen to and elaborate on their ideas.</p>