



# Weoley Castle Nursery School Curriculum Goals

## Curriculum Goal: Personal, Social and Emotional Development.

To be able to form positive and healthy relationships with others showing sensitivity to their needs. To be able to play co-operatively and take on board other people's ideas. To share their ideas and implement them, asking for help and support when needed. To be able to share how they feel, develop self-regulation skills and begin to understand how their actions can affect the feelings of others.

### **Context:**

All of our planning has been designed with the context of our children and families at the forefront of our minds. We consider the type of housing they live in, social and economic context, language and communication needs such as EAL and speech and language development and how all of these factors play a part in educational outcomes.

### **Educational Programmes:**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

**First milestone:**

Children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.

**Self-Regulation:**

Understand the basics of the problem-solving approach to conflict resolution - adult staying calm and acknowledging feelings.

Understand visual timetables of the day.

**Managing Self:**

Recognise Key Person as a familiar /secure base.

Find own photograph in group Our families' photos & display Use the bathroom with some support if required Participate in dinner time/snack time routines.

**Building Relationships:**

Establish a secure relationship with their keyworker

Learn the Hello song

Participate in a short group time session, supported by visual cues

Learn names of family group members

Access Snack Time

**What does this look like?**

As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They begin to seek out the company of others and play alongside their friends. Spend a half day at nursery, managing their emotions with support.

**Second milestone:**

Children take part in their nursery day, communicating their wants and needs and negotiating with their friends.

**Self-Regulation:**

To participate in welcome and language group times.

To use the language of feelings, happy, sad, ok.

Understand yours, mine and ours.

To be able to explain what you want or what you need.

**Managing Self:**

Become more independent in meeting their own care needs, e.g. Using the toilet, washing and drying their hands thoroughly.

Participate in snack time, begin to understand healthy choices about food, drink, activity etc

**Building Relationships:**

Play with one or more other children, extending and elaborating play ideas.

To begin to form friendships

To be able to play co-operatively

To take turns

To join in with circle games

**What does this look like?**

Children access their full entitlement at nursery. They engage in pretend play, often with their peers, extending play ideas through role play and exploration. Able to express their wants and needs in an appropriate communication. They like to do things for themselves. They begin to assert independence and challenge boundaries.

**Third milestone:**

Children persevere with difficulties. They make comments about their learning and play. They show pleasure/pride in what they have done.

**Attainment Targets/Key Skills****Self-Regulation:**

Actively participate in Group time.

Independently use conflict resolution to solve problems with peers.

To reflect on their learning and think about what helps them to persevere and what helps them when they find things difficult

**Managing Self:**

Demonstrate uninterrupted learning during activities.

Engage in problem-solving activities.

Opportunities for children to reflect.

Describe things they like/are interested in.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Is independent and helps to get dressed and undressed

**Building Relationships:**

Small group circle time to explore emotions and feelings.

Sharing feelings and views independently.

Identifying a problem independently and discuss what is happening.

Conflict-resolution- finding ways to solve conflicts with increasing independence

**What does this look like?**

Children will settle quickly into nursery routines, developing relationships with adults and peers and will be able to access adult led activities and independently choose activities of interest in free flow, develop activities relating to own interests and seek peer or adult assistance when appropriate. Talk about what they are doing or have done Shows awareness of the feelings of others. Knows what they want to play with and where to find it. Plays with others. Confident to have a go and try new things.

**Final milestone:**

Children reflect on their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They are able to stay at activities without being distracted; often working collaboratively with peers.

Children talk about what they and others are learning and thinking. There is an understanding of boundaries and children follow some rules. Children show pride in working hard to achieve their goal