



## Personal, Social and Emotional Development

### Autumn 1- Once upon a time...

Building Relationships	Self-Regulation	Managing Self
<p>Pupils will develop their sense of responsibility and membership of the Beech Hill community. They will carry out appropriate tasks, such as handing out milk and fruit at snack time/ handing out book bags before home time.</p> <p>Pupils will bring in a picture of their home. They will show the picture to the group and invite pupils to talk about their home.</p> <p>Pupils will learn to see themselves as a valuable individual as they build relationships with adults and peers within unit. They will spend time with adults and their peers discussing their likes, dislikes, family members and culture.</p> <p>Pupils will learn names of their peers through class and small group team building and turn taking activities and games.</p> <p>Pupils will learn the 'Please and Thank -You' song. They will sing this each day before they receive their snack. Pupils will be encouraged to use manners throughout the day and across a range of contexts.</p> <p>Pupils will play in friendship groups and have opportunity to work in other groupings. They will participate in play which regularly involves sharing and cooperating with friends and other peers.</p>	<p>Pupils will explore how it feels to belong in their new school and class.</p> <p>Pupils will explore stories about starting school, such as Spot Goes to School. They will respond by thinking about their own feelings and those of others.</p> <p>Pupils will become familiar with the Nursery routine. A picture time table will be used to support pupils understand and follow the daily routine.</p> <p>Pupils will develop their listening and attention skills through Social Circles. During these small group activities they will develop the following skills;</p> <p>Good sitting;</p> <ul style="list-style-type: none"> <li>• To focus attention</li> <li>• To encourages turn taking</li> </ul> <p>Good looking</p> <ul style="list-style-type: none"> <li>• To focus attention onto a speaker</li> <li>• To develop essential communication skills</li> <li>• To demonstrates social respects and interest</li> </ul> <p>Good listening</p> <ul style="list-style-type: none"> <li>• To develop active listening to spoken language</li> </ul>	<p>Pupils will develop their ability to follow the Nursery routine and separate from their parents/careers. A picture time table will be used to support pupils understand and follow the daily routine.</p> <p>Pupils will have extended periods of uninterrupted play to explore the different areas of provision within the classroom. They will learn how to access a range of provision in the classroom purposefully and safely. They will learn how to look after resources within the environment and tidy up after themselves.</p> <p>Pupils will be shown how to access the Nursery toilet, discussing the importance of closing the door, cleaning themselves, flushing and washing their hands with soap and warm water.</p> <p>Pupils will learn how to wash their hands effectively.</p> <p>Pupils will learn the need for washing their hands before eating.</p> <p>Pupils will brush their teeth daily. During this time, they will explore why it is important to brush our teeth and how this can contribute to keeping our bodies healthy.</p>



- To develop pupils understanding of language
- To raise pupil self esteem

Good turn taking

- To develop essential social and communication skills
- To develop conversational skills
- To develop an awareness of others
- To strengthens relationships with peers

Pupils will be introduced to behaviour system and rewards such as 'star of the day' and 'star of the week'.

Pupils will begin to recognise when their behaviour is not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.

Pupils will discuss the character of the Big Bad Wolf. They will think about what his behaviour like and why he might be trying to blow the little pigs' houses down?

Pupils will pass a toy pig around the circle. When a child is holding the object it is their turn to speak. Pupils will discuss what kind of home they would like to live in. They will be encouraged to use their imagination – a fairy castle, a rocket ship, a house with its own football pitch etc.



## Personal, Social and Emotional Development

### Autumn 2- Magnificent Me!

Building Relationships	Self-Regulation	Managing Self
<p>Pupils will think about special times in their lives. They will think about how they have celebrate special occasions, such as Birthdays and cultural festivals. Pupils will work together to role-play celebrations. Pupils will thing about giving gifts and think carefully about finding a gift someone will like.</p> <p>Pupils will write invitations and give them to a friend.</p> <p>Pupils will continue to develop their sense of responsibility and membership of the Beech Hill community. They will carry out appropriate tasks, such as preparing the table for snack and cleaning the table after snack time.</p> <p>Pupils will learn to see themselves as a valuable individual as they build relationships with adults and peers within unit. They will spend time with adults and their peers discussing their likes, dislikes, family members and culture. They will be asked to bring in a photo of what they did during the half term. They will show this to their peers, and discuss what they were doing in the picture.</p> <p>Pupils sing the 'Please and Thank -You' song daily before they receive their snack. Pupils will be encouraged to use manners throughout the day and across a range of contexts.</p>	<p>Pupils will take part in small group circle time sessions where they will play active ring games and action songs such as Punchinello and Hokey-Kokey. They will explore what happens to their bodies when they are active.</p> <p>Pupils will explore making faces using playdough. They will explore different emotions and make faces to represent different emotions such as happy and sad, surprised and angry.</p> <p>The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.</p> <p>Pupils will continue to use the behaviour and reward system to manage their own behaviour. They will work towards achieving rewards such as 'star of the day' and 'star of the week' for positive behaviour.</p> <p>Adults will start setting simple next steps with pupils. Pupils will be supported to recognise their own achievements.</p> <p>Pupils will be involved in making decisions about room layout and resources, for example adding further resource based on their</p>	<p>Through the use of Social Stories, pupils will develop appropriate ways of managing conflicts. They will be shown how to listen to someone else and agree a compromise.</p> <p>Social Stories will be used to support pupils in developing their ability to express their emotions and talk about their feelings using words like 'happy' and 'sad'</p> <p>Pupils will follow a time table to support their understanding of the daily routine.</p> <p>Pupils will have extended periods of uninterrupted play to explore the different areas of provision within the classroom. They will access a range of provision in the classroom purposefully and safely. They will look after resources within the environment and tidy up after themselves.</p> <p>Pupils will continue to develop their ability to access the Nursery toilet, discussing the importance of closing the door, cleaning themselves, flushing and washing their hands with soap and warm water.</p>



<p>Pupils will play in friendship groups and have opportunity to work in other groupings. They will participate in play which regularly involves sharing and cooperating with friends and other peers.</p>	<p>interests. They will be supported to carry out decisions, respecting the wishes of the rest of the group.</p>	<p>Pupils will practise managing their own hygiene needs, for example; washing hands before snack time and after using the toilet</p> <p>Pupils will brush their teeth daily. During this time, they will explore why it is important to brush our teeth and how this can contribute to keeping our bodies healthy.</p>
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## Personal, Social and Emotional Development

### Spring 1 – Old McDonald had a Farm

Building Relationships	Self-Regulation	Managing Self
<p>Linking to Valentine’s Day, pupils will talk about what it means to be a good friend. They will make Valentine’s Day cards for their friends.</p> <p>Pupils will take part in small group ring games, such as The Farmer’s in the Den.</p> <p>Pupils will play Farm Animal Bingo in a small group to practise turn-taking skills.</p> <p>Pupils will use small world figures and real photos of animals as prompts to discuss different types of farm animals that they know. They will talk about their favourites and why they like those animals.</p> <p>Pupils will work together to play a parachute game. One pupils will pretend to be The Gingerbread Man and will go under the parachute to hide from the old woman and the old man. The other characters will try to find The Gingerbread Man whilst the rest of the group try to hide him by shaking the parachute up and down to disguise his movements.</p>	<p>Pupils will pass a soft toy farm animal around the circle. They will learn that when they are holding the animal, it is their turn to speak. When telling the story, pupils will pass around a toy gingerbread man and each child will take it in turns to say the repeated refrain, ‘Run, run as fast as you can...’ as they hold the toy.</p> <p>Pupils will take it in turns to pull our gingerbread people cut-outs from a bag. Some will have happy faces and some will have sad faces. Pupils will recognise whether they are happy or sad and will be encouraged to talk about a time when they feel happy or sad.</p> <p>The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.</p> <p>Pupils will continue to use the behaviour and reward system to manage their own behaviour. They will work towards achieving rewards such as ‘star of the day’ and ‘star of the week’ for positive behaviour.</p> <p>Adults will continue setting simple next steps with pupils. Pupils will be supported to recognise their own achievements.</p>	<p>Pupils will follow a time table to support their understanding of the daily routine.</p> <p>Pupils will explore how the Gingerbread Man didn’t know the fox and decided to speak to him. They will discuss why he shouldn’t have done that. This will be used as a prompt to talk about stranger danger and keeping safe.</p> <p>Pupils will have extended periods of uninterrupted play to explore the different areas of provision within the classroom. They will access a range of provision in the classroom purposefully and safely. They will look after resources within the environment and tidy up after themselves.</p> <p>Pupils will continue to develop their ability to access the Nursery toilet, discussing the importance of closing the door, cleaning themselves, flushing and washing their hands with soap and warm water.</p> <p>Pupils will practise managing their own hygiene needs, for example; washing hands before snack time and after using the toilet</p>



<p>Pupils will place a soft toy horse on to a parachute and work together to make it jump. They will make the horse jump high into the air and jump low to the ground.</p> <p>Pupils will be introduced to using 'gentle hands' with friends by first using their gentle hands when stroking soft toy animals of different farm animals</p> <p>Pupils will play a circle time game of 'Guess the Animal'. Small world farm animals will be placed into a bag. Pupils will take it in turns to choose an animal. They will act out being the animal and their friends will guess which animal they are.</p> <p>Pupils will continue to develop their sense of responsibility and membership of the Beech Hill community. They will carry out appropriate tasks, such as preparing the table for snack, cleaning the table after snack time and handing out book bags at home time.</p> <p>Pupils sing the 'Please and Thank -You' song daily before they receive their snack. Pupils will be encouraged to use manners throughout the day and across a range of contexts.</p> <p>Pupils will play in friendship groups and have opportunity to work in other groupings. They will participate in play which regularly involves sharing and cooperating with friends and other peers.</p>	<p>Pupils will continue to be involved in making decisions about room layout and resources, for example adding further resource based on their interests. They will be supported to carry out decisions, respecting the wishes of the rest of the group.</p>	<p>Pupils will brush their teeth daily. During this time, they will explore why it is important to brush our teeth and how this can contribute to keeping our bodies healthy.</p>
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<b>Personal, Social and Emotional Development</b>		
<b>Spring 2- Teddy Bear's Picnic</b>		
<b>Building Relationships</b>	<b>Self-Regulation</b>	<b>Managing Self</b>
<p>Pupils will sit in a circle while music plays. One child will sit in the centre of the circle while the others pass a teddy bear behind their backs. When the music stops, the child in the centre of the circle will guess who has the teddy bear.</p> <p>Pupils will continue to develop their sense of responsibility and membership of the Beech Hill community. They will work together as a group to prepare and hold a teddy bear's picnic. They will help make the invitations, prepare the food and drinks and create decorations. Parents and carers will be invited to the setting for the picnic too.</p> <p>Pupils will talk about toys and teddy bears that are special to them. They will bring their favourite teddy bear into school and talk about why it is special.</p> <p>Pupils will talk about making friends and explore how they can be friendly towards others. They will think about how their bear could make friends.</p> <p>Pupils will take part in small group ring games, such as Mr Bear Likes Honey.</p>	<p>Pupils will explore why we need to exercise to keep our bodies healthy. Pupils will go on a bear hunt and explore stopping and starting to look at the difference between moving and resting.</p> <p>Pupils will continue to use the behaviour and reward system to manage their own behaviour. They will work towards achieving rewards such as 'star of the day' and 'star of the week' for positive behaviour.</p> <p>A class bear toy and diary will be introduced. This bear will be given out to the star of the week. Pupils will be invited to draw a picture or take a photo of what they have done with the bear over the weekend. Pupils will have the opportunity to show and tell this with their peers.</p> <p>The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.</p> <p>Adults will continue setting simple next steps with pupils. Pupils will be supported to recognise their own achievements.</p>	<p>Snack time will be used as an opportunity for pupils to explore which foods are healthy.</p> <p>Pupils will plan and attend a Teddy Bear's Picnic. They will be encouraged to make healthy eating choices and have the opportunity to explore new foods.</p> <p>Pupils will follow a time table to support their understanding of the daily routine.</p> <p>Pupils will have extended periods of uninterrupted play to explore the different areas of provision within the classroom. They will access a range of provision in the classroom purposefully and safely. They will look after resources within the environment and tidy up after themselves.</p> <p>Pupils will continue to develop their ability to access the Nursery toilet, discussing the importance of closing the door, cleaning themselves, flushing and washing their hands with soap and warm water.</p>



<p>Pupils sing the 'Please and Thank -You' song daily before they receive their snack. Pupils will be encouraged to use manners throughout the day and across a range of contexts.</p> <p>Pupils will play in friendship groups and have opportunity to work in other groupings. They will participate in play which regularly involves sharing and cooperating with friends and other peers.</p>	<p>Pupils will continue to be involved in making decisions about room layout and resources, for example adding further resource based on their interests. They will be supported to carry out decisions, respecting the wishes of the rest of the group.</p>	<p>Pupils will practise managing their own hygiene needs, for example; washing hands before snack time and after using the toilet</p> <p>Pupils will brush their teeth daily. During this time, they will explore why it is important to brush our teeth and how this can contribute to keeping our bodies healthy.</p>
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## Personal, Social and Emotional Development

### Summer 1- Amazing Animals

Building Relationships	Self-Regulation	Managing Self
<p>Pupils will continue to develop their sense of responsibility and membership of the Beech Hill community. They will work together to create props for a Jungle role play area, including trees made out of long cardboard tubes painted brown, crepe paper leaves, camouflage prints and paper chain vines to hang from the ceiling.</p> <p>Pupils will spend sustained time making animal masks to represent their favorite animal. They will then take part in a whole class animal parade to show off their masks.</p> <p>Pupils will place a wild animal teddy on to a parachute and work together to make it dance. They will make it bounce high into the air and jump low to the ground.</p> <p>Pupils will play in friendship groups and have opportunity to work in other groupings. They will participate in play which regularly involves sharing and cooperating with friends and other peers.</p> <p>Pupils will sing the 'Please and Thank -You' song each day before they receive their snack. Pupils will be encouraged to use manners throughout the day and across a range of contexts</p>	<p>Pupils will pass a wild animal soft toy around the circle. When it is their turn to hold the toy they will say which jungle animal they would like to be for a day and why. They will learn to wait until it is their turn to speak and listen to their peers.</p> <p>Pupils will look at the expression of the monkey throughout the story 'Monkey Puzzle' and explore how he is feeling at different points, such as when he is lost and when he finds his Mum and Dad.</p> <p>The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.</p> <p>Pupils will continue to use the behaviour and reward system to manage their own behaviour. They will work towards achieving rewards such as 'star of the day' and 'star of the week' for positive behaviour. The class bear and diary will continue to be given out on a Friday as a reward for Star of the Week. Pupils will share their diary entries from the weekend on the following Monday.</p> <p>Adults will continue setting simple next steps with pupils. Pupils will be supported to recognise their own achievements.</p> <p>Pupils will continue to be involved in making decisions about room layout and resources, for example adding further resource based on</p>	<p>Linking to the story Monkey Puzzle pupils will discuss how they can keep safe to ensure they don't become lost like the monkey in the story. Pupils will think about if they have ever been lost. They will discuss what they you should do if they found themselves separated from their family.</p> <p>This will lead to Pupils exploring 'safe people' e.g. police officer, teachers, parents. They will explore stranger danger through social stories and puppet play.</p> <p>Through social stories and puppet play, pupils will explore what it means to feel lonely. They will explore how they can approach their friends to stop themselves feeling lonely.</p> <p>Pupils will follow a time table to support their understanding of the daily routine.</p> <p>Pupils will have extended periods of uninterrupted play to explore the different areas of provision within the classroom. They will access a range of provision in the classroom purposefully and safely.</p> <p>They will look after resources within the environment and tidy up after themselves.</p>



	<p>their interests. They will be supported to carry out decisions, respecting the wishes of the rest of the group.</p>	<p>Pupils will continue to develop their ability to access the Nursery toilet, discussing the importance of closing the door, cleaning themselves, flushing and washing their hands with soap and warm water.</p> <p>Pupils will practise managing their own hygiene needs, for example; washing hands before snack time and after using the toilet.</p> <p>Pupils will brush their teeth daily. During this time, they will explore why it is important to brush our teeth and how this can contribute to keeping our bodies healthy.</p>
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## Personal, Social and Emotional Development

### Summer 2- Wiggle and Grow

Building Relationships	Self-Regulation	Managing Self
<p>Pupils will take part in sports day, competing in team games and challenges.</p> <p>Pupils will explore using gentle hands when collecting minibeasts linking to using kind and gentle hands with friends. Pupils will discuss caring for minibeasts in the local area and why it is important to look after minibeasts. There will be caterpillars/ butterflies in the classroom which pupils will need to care for.</p> <p>Pupils will reflect back during their time in Nursery, looking at photos and discussing events from the past.</p> <p>Pupils will take part in transition activities preparing them for Reception. They will spend time in their new class and have several opportunities to meet their new teacher and new classmates. They will discuss things which they are looking forward to in their new class.</p> <p>Pupils will play in friendship groups and have opportunity to work in other groupings. They will participate in play which regularly involves sharing and cooperating with friends and other peers.</p>	<p>Pupils will explore their feelings surrounding their transition to Reception. They will spend time in their new class and meet their new teacher.</p> <p>The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.</p> <p>Pupils will continue to use the behaviour and reward system to manage their own behaviour. They will work towards achieving rewards such as 'star of the day' and 'star of the week' for positive behaviour. The class bear and diary will continue to be given out on a Friday as a reward for Star of the Week. Pupils will share their diary entries from the weekend on the following Monday.</p> <p>Adults will continue setting simple next steps with pupils. Pupils will be supported to recognise their own achievements.</p> <p>Pupils will continue to be involved in making decisions about room layout and resources, for example adding further resource based on their interests. They will be supported to carry out decisions, respecting the wishes of the rest of the group.</p>	<p>Pupils will follow a time table to support their understanding of the daily routine.</p> <p>Pupils will have extended periods of uninterrupted play to explore the different areas of provision within the classroom. They will also spend time in their new classroom where they will access a range of provision purposefully and safely. They will look after resources within the environment and learn how to tidy away after themselves.</p> <p>Pupils will continue to develop their ability to access the Nursery toilet, discussing the importance of closing the door, cleaning themselves, flushing and washing their hands with soap and warm water. They will be shown how to access the Reception toilets.</p> <p>Pupils will practise managing their own hygiene needs, for example; washing hands before snack time and after using the toilet.</p> <p>Pupils will brush their teeth daily. During this time, they will explore why it is important to brush our teeth and how this can contribute to keeping our bodies healthy.</p>

Beech Hill School  
Nursery Personal, Social and Emotional Development coverage



<p>Pupils will sing the 'Please and Thank -You' song each day before they receive their snack. Pupils will be encouraged to use manners throughout the day and across a range of contexts</p>		
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