



**Personal, Social and Emotional Development**

**Autumn 1- If You Go Down to The Woods Today...  
 Jigsaw theme- Being Me in My World**

<b>Building Relationships</b>	<b>Managing Self</b>	<b>Self-Regulation</b>
<p>Pupils will start each day by singing ‘Hello Everyone’, as they are welcomed into class.</p> <p>Pupils will learn names of their peers through whole class team building and turn taking activities/ games. (links to RE syllabus F.3)            For example;</p> <ul style="list-style-type: none"> <li>• Pupils will Pass an item around the circle and say their own name to introduce themselves</li> <li>• Pupils will roll a ball to their peers and say the name of the person they are rolling it to</li> <li>• Pupils will pass an item around the circle and name their favourite colour/ food/ toy etc.</li> <li>• Pupils will play the web of names game; They will hold a ball of string and introduce themselves. They will then pass the string to a chosen peer to create a web e.g.- My name is ----- and I’m passing the string to -----.”</li> </ul>	<p>Pupils 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>Each morning pupils will sing ‘Monday’s Here’ changing the day as the week progresses. Each day they will think about what they want to do and work the suggested activities into the song.</p> <p>Pupils will change into their PE kits for weekly PE lessons. They will be supported but encouraged to attempt dressing independently where they can. Pupils will listen to the story ‘Still Stuck’ by Shinsuke Yoshitake, about a boy who gets stuck in his clothes when changing.</p>	<p>Pupils will use a visual timetable to become familiar with the Reception routine and key parts of the day.</p> <p>Pupils will explore the classroom rules and learn about why rules are important for keeping us safe. They will be involved in creating a class charter of rules and agreeing appropriate sanctions (Links to RE syllabus F.3)</p> <p>Pupils will be Introduced to behaviour system and rewards such as ‘star of the day’ and ‘star of the week’ (Links to RE syllabus F.3) Focus for star of the day this term will be;</p> <ul style="list-style-type: none"> <li>• Making others feel welcome</li> <li>• Trying to make reception a better place</li> <li>• Caring about other people’s feelings</li> <li>• Working well with others</li> </ul>



<ul style="list-style-type: none"> <li>• Pupils will play Mr Bear Likes Honey- They will learn each other's names and guess who has taken the bear's honey</li> <li>• Pupils will play Doggy Doggy Where's Your Bone- They will guess who has stolen the doggy's bone and learn each other's names</li> <li>• Pupils will play Swap Shop- They will listen as an adult say two names and pupils have to swap places</li> <li>• Pupils will play Hedgehogs- They will move around a space and when adult says "Hedgehogs!" they will curl up in a ball on the floor. Pupils will then guess who has been covered over with a blanket.</li> </ul> <p>Pupils will be invited to take part in 'Show and Tell' activities. Adults will act as positive role models and show children things they have brought in from home (e.g., a picture of their pets or favourite animal, a postcard of somewhere they have been, a train ticket etc.) Pupils will be encouraged to do the same and practise good speaking and listening skills.</p> <p>Linking to the story of Goldilocks and the Three Bears, pupils will be invited to bring in photographs of their families. These will be display in the domestic role play area and made into a</p>	<p>Pupils will be shown how to access the Reception toilet. They will understand the importance of closing the door, cleaning themselves when finished, flushing the toilet and then washing their hands with soap and warm water.</p>	<ul style="list-style-type: none"> <li>• Choosing to follow our class rules</li> </ul> <p>At the end of each day pupil will review their day. They will be invited to share something they have enjoyed doing at school that day. Adults will share photographs taken throughout the day to encourage pupils to reflect. Pupils will comment on what they see, helping them to get to know each other. Adults will take this time as an opportunity to highlight things they have liked and reinforce positive behaviour.</p> <p>Jerry Cat, a special class toy will be introduced during the first few days. The Jerry Cat toy will be used to help pupils share information about themselves with their new friends. For example, "Jerry Cat has got a big brother at home. Does anyone here have big brother at home?" or "Jerry Cat says they really enjoyed playing in the sand today. What have you enjoyed playing with today?"</p> <p>Pupils will develop a 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, handing out book bags at home time and handing out milk (Links to RE syllabus F.3).</p>
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book that the children can look at together. This will generate lots of talking between the children about their families.

Pupils will share their Nursery Learning Journeys or samples of work from a previous setting with their new teachers and friends. Adults will show interest and ask them simple questions about it, for example 'Wow, that looks fun! What were you doing?' or 'Oh, do you like cars? We have a garage at Reception you can play with if you would like to?'

Pupils will write and decorate a large sign showing their name/preferred name. They will have their photograph taken whilst holding their sign. This will be used for a class display.

Pupils will be encouraged to be polite and use manners- They will learn and sing our 'Please and Thank -You' song at snack time each day



<b>Personal, Social and Emotional Development</b>		
<b>Autumn 2- It was a Dark, Dark Night Jigsaw theme- Celebrating Differences</b>		
<b>Building Relationships</b>	<b>Managing Self</b>	<b>Self-Regulation</b>
<p>Pupils will start each day by singing 'Hello Everyone', as they are welcomed into class.</p> <p>Pupils will learn how to be a kind and identify different ways of showing kindness to their friends. Each class will have an 'acts of kindness' chart which pupils will use to help show kindness to their peers. Through daily reflection pupils will discuss how they were kind to others and how they felt when others were kind to them (Links to RE syllabus F.3)</p> <p>Pupils will learn about the importance of not hurting others. They will explore the stories by Elizabeth Verdick;</p> <ul style="list-style-type: none"> <li>• Hands Are Not for Hitting</li> <li>• Teeth Are Not for Biting</li> <li>• Feet Are Not for Kicking</li> </ul> <p>Pupils will be encouraging to talk about their own home and community life, and to find out about other's experiences.</p>	<p>Pupils will reflect on their work and begin to identify what they are good at. They will develop an understanding that everyone is good at different things.</p> <p>Pupils will explore the differences between themselves and others and learn that being different makes us all special (Links to RE syllabus F.5). They will explore the book 'All Kinds of People' by Emma Brownjohn.</p> <p>Pupils will be encouraged to talk about their likes and dislikes. They will explore the books;</p> <ul style="list-style-type: none"> <li>• Would You Rather- John Burningham</li> <li>• You Choose- Nick Sharratt</li> </ul>	<p>Pupils will be taught to label a range of emotions. They will begin to start recognising their own emotions such as happy, sad, worried, and angry. They will be asked how they are feeling each day and encouraged to use the 'feelings check in' chart.</p> <p>Pupils will explore books about emotions such as;</p> <ul style="list-style-type: none"> <li>• Find out about Feelings- Pat a Cake</li> <li>• Tough Guys Have Feelings Too- Keith Negley</li> </ul> <p>At reflection points, such as at the end of the day or before reading a PSED story an adult will sound the Jigsaw Chime. Pupils will be invited to listen intently until they can no longer hear the sound. Pupils will close their eyes, as the chime is sounded again. As the sound fades pupils will open their eyes and bring their attention back to the room. Pupils will discuss how they felt when they were listening to the sound. Share</p>



<p>Those who celebrate cultural events, such as Diwali and Christmas, will be invited to bring in photographs and objects from their home. Members of the local Hindu and Christian communities will be invited into school to talk about their experience of celebrating Diwali and Christmas. (Links to RE syllabus F.5).</p>		<p>some of their ideas and draw out the calming aspect of the chime.</p> <p>Pupils will explore faces through playdough. They will make playdough faces to show different feelings. For each face they make they will think what makes them feel happy/sad/angry/worried.</p> <p>Pupils will sing the song If You're Happy and You Know It. They will think about what makes them happy and how they show it. Pupils will change the words of this song to represent other feelings, such as 'If you're sad and you know it,' or 'If you're angry and you know it.' They will think about what actions they could use for these emotions.</p> <p>Pupils will continue to follow the class rules with support from the class behaviour system. They will receive rewards such as 'star of the day' and 'star of the week' for showing positive behaviour (Links to RE syllabus F.3). Focus for star of the day this term will be;</p> <ul style="list-style-type: none"><li>• Including others when playing</li><li>• Helping someone in need</li><li>• Using kind words</li></ul>
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		<p>At the end of each day pupil will review their day. They will be invited to share something they have enjoyed doing at school that day. Adults will share photographs taken throughout the day to encourage pupils to reflect. Pupils will comment on what they see, helping them to get to know each other. Adults will take this time as an opportunity to highlight things they have liked and reinforce positive behaviour. The Jerry Cat toy will be passed around the group and pupils will have their opportunity to talk when they are holding the toy.</p>
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Personal, Social and Emotional Development		
Spring 1 – Go Wild! Jigsaw theme- Dreams and Goals		
Making Relationships	Managing Self	Self-Regulation
<p>Pupils will start each day by singing ‘Hello Everyone’, as they are welcomed into class.</p> <p>Linking to Valentine’s Day, pupils will talk about what it means to love and care for somebody. They will explore how they can show somebody that they love and care about them. Pupils will make Valentine’s Day cards for someone they love. They will read the books</p> <ul style="list-style-type: none"> <li>• Slug in Love by Rachel Bright</li> <li>• The Hug by Eoin McLaughlin</li> </ul> <p>Pupils will work in small groups and with a partner to achieve a goal together (Links to RE syllabus F.3)</p> <p>Pupils will explore how they can help their peers to achieve their goals (Links to RE syllabus F.3)</p>	<p>Pupils will be provided with opportunities to take on risks, challenges and responsibilities through a range of activities within the provision. Pupils will be encouraged to try a range of different activities and discuss and select their own preferences.</p> <p>Pupils will learn how to persevere and understand that if they persevere they can tackle challenges. They will talk about times they have found something difficult.</p> <p>Pupils will look back through their Learning Journeys and discuss what they have achieved since starting in Reception.</p> <p>Pupils will talk about how they feel when they achieve a goal and know what it means to feel proud</p>	<p>At reflection points, such as at the end of the day or before reading a PSED story an adult will sound the Jigsaw Chime. Pupils will be invited to listen intently until they can no longer hear the sound. Pupils will close their eyes, as the chime is sounded again. As the sound fades pupils will open their eyes and bring their attention back to the room.</p> <p>Pupils will continue to follow the class rules with support from the class behaviour system. They will receive rewards such as ‘star of the day’ and ‘star of the week’ for showing positive behaviour (Links to RE syllabus F.3). Focus for star of the day this term will be;</p> <ul style="list-style-type: none"> <li>• Staying motivated when doing something challenging</li> <li>• Keep on trying when something is difficult</li> <li>• Working well with a partner or when in a group</li> </ul>



<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 be encouraging to talk about their own home and community life, and to find out about other's experiences. Those who celebrate cultural events, such as The Luna New Year, will be invited to bring in photographs and objects from their home. Members of the local community will be invited into school to talk about their experience of celebrating the Luna New Year. (Links to RE syllabus F.5).</p>	<p>Pupils will set their own goals and next steps. They work towards achieving these goals.</p> <p>Pupils will think about what they might like to be when they are older. Through role play they will explore props and costumes linked to different professions, such as a doctor, builder, teacher, vet and a chef.</p>	<ul style="list-style-type: none"> <li>• Having a positive attitude</li> <li>• Helping others achieve a goal</li> <li>• Solving a problem</li> </ul> <p>Linking to the Literacy focus story 'Dear Zoo' pupils will develop an understanding of how to caring for a pet. (Links to RE syllabus F.4)</p> <p>Adults will set simple next steps with pupils and introduce the next steps display. Pupils will be encouraged and supported to work towards their next steps.</p> <p>Pupils will develop their resilience when faced with a challenge. Through challenges in the provision pupils will develop their problem-solving skills. They will be encouraged to talk through how they and others resolved a problem or difficulty. They will learn that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>Pupils will explore the book 'The Koala Who Could' by Rachel Bright.</p> <p>Pupils will be asked how they are feeling each day and be encouraged to use the 'feelings check in' chart.</p>
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Pupils will listen to a range of stories from Christianity and Islam during story times. They will explore the morals of the stories and think about how they can follow examples from stories in their own lives (RE syllabus F.1)

- Adam and Eve
- Noah's Arc
- Jonah and the Whale
- Stories from the book; Hadith for Kids by Zanib Mian
- Stories from the book; Migo and Ali- Love for Prophets

At the end of each day pupil will review their day. They will be invited to share something they have enjoyed doing at school that day. Pupils will have the opportunity to show a piece of work they are proud of with their peers. The Jerry Cat toy will be passed around the group and pupils will have their opportunity to talk when they are holding the toy.



Personal, Social and Emotional Development		
Spring 2- Farmyard Hullabaloo Jigsaw theme- Healthy Me		
Making Relationships	Managing Self	Self-Regulation
<p>Pupils will start each day by singing 'Hello Everyone', as they are welcomed into class.</p> <p>Pupils will explore democracy through voting for a chosen book each day using the Voting Station. Each day an adult will read the book with the most votes at story time. Pupils will learn that their vote counts and their opinions matter.</p> <p>Pupils will take part in activities which involve turn taking, sharing, discussions and collaborating. For example;</p> <ul style="list-style-type: none"> <li>Acting out the story of Mrs Wishy Washy in small groups</li> <li>Role playing in a farm shop and assigning roles to each other such as a customer and a shop keeper</li> </ul> <p>Pupils will use the Literacy focus story 'The Little Red Hen' as a prompt to;</p> <ul style="list-style-type: none"> <li>Discuss helping each other and working as a team.</li> </ul>	<p>Pupils will explore the difference between moving and resting, and why each are good for the body.</p> <ul style="list-style-type: none"> <li>They will take part in weekly PE lessons</li> <li>They will explore a gym role play area</li> <li>They will work in groups to create and complete obstacle courses in the outdoor environment</li> </ul> <p>Through these activities pupils will explore how and why we need to exercise to keep our bodies healthy.</p> <p>Pupils will explore which foods are healthy and which foods are unhealthy. They will be encouraged to make healthy eating choices at lunch and snack times. They will explore the stories</p> <ul style="list-style-type: none"> <li>Eat Your People by Lou Kuenzler</li> <li>Hugo Makes a Change by Mauro Gatti</li> </ul>	<p>Pupils will continue to follow the class rules with support from the class behaviour system. They will receive rewards such as 'star of the day' and 'star of the week' for showing positive behaviour (Links to RE syllabus F.3). Focus for star of the day this term will be;</p> <ul style="list-style-type: none"> <li>Making a healthy choice</li> <li>Being physically active</li> <li>Having tried to keep themselves or others safe</li> <li>Keeping calm during a difficult situation</li> </ul> <p>At reflection points, such as at the end of the day or before reading a PSED story an adult will sound the Jigsaw Chime. Pupils will be invited to listen intently until they can no longer hear the sound. Pupils will close their eyes, as the chime is sounded again. As the sound fades pupils will open their eyes and bring their attention back to the room.</p>



<ul style="list-style-type: none"> <li>• Explore different characters in the story and discuss what their behaviour like/ Why/ Why do you think they might not want to help the Little Red Hen?</li> <li>• Explore why it is important to be a good friend.</li> <li>• Discuss if the other animals were being a good friend to the Little Red Hen. Why/Why not?</li> </ul> <p>Linking to Mother’s Day, pupils will think about why their mum/ or carers are special. They will explore how they can make Mother’s Day a special day for their mum or family member. Each child will make a card for their mum. They will read the books</p> <ul style="list-style-type: none"> <li>• I’ll Always Love You- Mark Sperring</li> <li>• No Matter What- Debi Gliori</li> </ul>	<p>At snack time pupils will discuss how milk can contribute to a healthy diet. They will learn that milk helps to keep their bones and teeth healthy. They will read the book ‘Argh! There’s a Skeleton Inside You’ by Iden Ben-Barak. They will</p> <p>Pupils will explore the book ‘What are Germs’ by Katie Daynes. They will learn how to wash their hands effectively. They will learn the need for washing their hands before eating 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 their teeth and how this can contribute to keeping their bodies healthy. They will read the books;</p> <ul style="list-style-type: none"> <li>• How to Brush your teeth with Snappy Croc- Jane Clarke</li> <li>• Why Should I Brush my Teeth? - Katie Daynes</li> </ul>	<p>Pupils will develop an understanding of caring for animals and using ‘gentle hands’ when stroking and feeding animals when they visit the farm (Links to RE syllabus F.4)</p> <p>Pupils will be asked how they are feeling each day and be encouraged to use the ‘feelings check in’ chart.</p> <p>Pupils will explore the character of Mrs Wishy Washy. They will think about how she feels when she discovers the muddy animals (cross, angry, mad, disappointed etc). They will think about times when they have been cross or times when they have made somebody else cross.</p> <p>At the end of each day pupil will review their day. They will be invited to share something they have enjoyed doing at school that day. Pupils will have the opportunity to show a piece of work they are proud of with their peers. The Jerry Cat toy will be passed around the group and pupils will have their opportunity to talk when they are holding the toy.</p>
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Personal, Social and Emotional Development		
Summer 1- Robot Rumpus Jigsaw theme- Relationships		
Making Relationships	Managing self	Self-Regulation
<p>Pupils will start each day by singing 'Hello Everyone', as they are welcomed into class.</p> <p>Pupils will explore positive friendships. They will read the books</p> <ul style="list-style-type: none"> <li>• Mr Big- Ed Vere</li> <li>• Jumblewood- Helena Covell</li> </ul> <p>Pupils will explore how they can be a good friend to others. They will use dolls and action figures to explore different scenarios such as what to do if;</p> <ul style="list-style-type: none"> <li>• Someone falls over</li> <li>• Someone looks lonely</li> <li>• Someone looks unhappy</li> <li>• Someone needs help</li> </ul>	<p>As the weather becomes warmer pupils will explore sun safety. Pupils will discuss what happens to their bodies when they become too hot and how they can look after themselves in the sun/ warm weather (drinking water, wearing a sun hat, wearing sun cream, staying in the shade, taking their school jumpers off if they feel too warm etc.)</p> <p>Pupils will be invited to bring a special item into school, such as a favourite toy, a photo, a book etc. Pupils will share and discuss their special items with their peers (Links to RE syllabus F.5)</p>	<p>Pupils will continue to follow the class rules with support from the class behaviour system. They will receive rewards such as 'star of the day' and 'star of the week' for showing positive behaviour (Links to RE syllabus F.3). Focus for star of the day this term will be;</p> <ul style="list-style-type: none"> <li>• Trying to solve a friendship problem</li> <li>• Being a good friend</li> <li>• Helping others to feel part of a group</li> <li>• Showing respect to others</li> <li>• Helping themselves or others when upset</li> </ul> <p>At reflection points, such as at the end of the day or before reading a PSED story an adult will sound the Jigsaw Chime. Pupils will be invited to listen intently until they can no longer hear the sound. Pupils will close their eyes, as the chime is sounded again. As the sound fades pupils will open their eyes and bring their attention back to the room.</p>



<p>Pupils will explore scenarios of friendship problems through role playing activities with dolls and action figures. For example, they will explore what to do if;</p> <ul style="list-style-type: none"> <li>• Their best friend wants to play with someone else</li> <li>• A child snatches a toy</li> <li>• Their friends want to play a game different from their preferred choice</li> <li>• A friend has been unkind to them</li> </ul> <p>Pupils will think of their own ways to solve problems, reach a compromise and stay friends. Pupils will read the books;</p> <ul style="list-style-type: none"> <li>• Mine- Rachel Bright.</li> <li>• The Squirrels Who Squabbled- Rachel Bright</li> </ul> <p>Pupils will explore ways of entering group situations if they feel lonely or have nobody to play with. Pupils will also explore how they can help others to feel part of a group. They will read the book 'Shy Ones' by Simona Ciraola</p> <p>Pupils will be encouraged to talk about their own home and community life, and to find out about other's experiences. Those who celebrate cultural events, such as Ramadan and Eid, will be invited to bring in photographs and objects from their home. Members of the local Islamic community will be</p>		<p>Pupils will explore what it means to feel lonely. They will explore how they can make friends to stop themselves feeling lonely (RE syllabus F.1) They will read the books;</p> <ul style="list-style-type: none"> <li>• Lost and Found- Oliver Jeffers</li> <li>• Beegu- Alexis Deacon</li> </ul> <p>When faced with disagreements with peers, pupils will be encouraged to think of their own ways to solve problems</p> <p>At the end of each day pupil will review their day. They will be invited to share something they have enjoyed doing at school that day. Pupils will have the opportunity to show a piece of work they are proud of with their peers. The Jerry Cat toy will be passed around the group and pupils will have their opportunity to talk when they are holding the toy.</p> <p>Pupils will be asked how they are feeling each day and be encouraged to use the 'feelings check in' chart.</p>
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invited into school to talk about their experience of celebrating Ramadan and Eid. (Links to RE syllabus F.5).		
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<b>Personal, Social and Emotional Development</b>		
<b>Summer 2- Down at the Bottom of the Garden</b> <b>Jigsaw theme- Changing me</b>		
<b>Building Relationships</b>	<b>Managing Self</b>	<b>Self-Regulation</b>
<p>Pupils will start each day by singing 'Hello Everyone', as they are welcomed into class.</p> <p>Pupils will take part in transition activities preparing themselves for Year 1. They will spend time in their new class and have several opportunities to meet their new teacher and new classmates</p> <p>Children will take part in sports day- they will explore how to demonstrate good sportsmanship.</p> <p>Pupils will explore the joys of sport and team playing. They will understand that it's the taking part that counts. Pupils will read the book 'Ping vs Pong' by Mauro Gatti</p>	<p>As the weather becomes warmer pupils will continue to explore sun safety. They will discuss what happens to their bodies when they become too hot and how they can look after themselves in the sun/ warm weather (drinking water, wearing a sun hat, wearing sun cream, staying in the shade, taking their school jumpers off if they feel too warm etc.)</p>	<p>Pupils will continue to follow the class rules with support from the class behaviour system. They will receive rewards such as 'star of the day' and 'star of the week' for showing positive behaviour (Links to RE syllabus F.3). Focus for star of the day this term will be;</p> <ul style="list-style-type: none"> <li>• Expressing how they feel</li> <li>• Understanding and adapting to changes</li> <li>• Embracing changes</li> </ul> <p>At reflection points, such as at the end of the day or before reading a PSED story an adult will sound the Jigsaw Chime. Pupils will be invited to listen intently until they can no longer hear the sound. Pupils will close their eyes, as the chime is</p>



<p>Linking to the Literacy focus story 'Jaspers Beanstalk' pupils will play pass a 'magic bean'. Pupils will pass a bean around the circle. When a child is holding the bean, they will have the option to speak. They will talk about what they would like to find at the top of Jasper's beanstalk.</p> <p>Pupils will explore taking turns and working together, such as sharing the use of a camera/ iPad when on a minibeast hunt.</p>		<p>sounded again. As the sound fades pupils will open their eyes and bring their attention back to the room.</p> <p>Pupils will develop an understanding of caring for minibeasts and plants in the local area. They will explore how to care for minibeasts, handling them appropriately with 'kind hands' and the importance of releasing them where they found them. (Links to RE syllabus F.4)</p> <p>Pupils will develop an understanding of what it means to be worried by exploring the books;</p> <ul style="list-style-type: none"><li>• Ruby's Worry- Tom Percival</li><li>• The Worrysaurus- Rachel Bright</li></ul> <p>Pupils will explore how they feel when change happens, especially changes around transition to Year 1.</p> <p>Pupils will share their favourite memories and reflect back on their year in Reception. An EYFS Graduation Ceremony will be held to enable pupils to feel proud of their accomplishments over their time in the Early Years Foundation Stage.</p> <p>At the end of each day pupil will review their day. They will be invited to share something they have enjoyed doing at school</p>
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		<p>that day. Pupils will have the opportunity to show a piece of work they are proud of with their peers. The Jerry Cat toy will be passed around the group and pupils will have their opportunity to talk when they are holding the toy.</p> <p>Pupils will be asked how they are feeling each day and be encouraged to use the 'feelings check in' chart.</p>
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