



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School							
Personal, Social, Emotional Development	Building Relationships	Find ways to calm themselves, through being calmed and comforted by their key person. Express preferences and decisions. They also try new things and start establishing their autonomy.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	Play with one or more other children, extending and elaborating play ideas. 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. Remember rules without needing an adult to remind them.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	Make healthy choices about food, drink, activity and toothbrushing.
	Managing Self						
	Self-Regulation						



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Reception							
Personal, Social, Emotional Development	Building Relationships	All about me	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Managing Self	All about me. My family. Name special people in our lives.	Be sensitive towards others and celebrate what makes each person unique.	People who help us and keep us safe. How to deal with emergency services if necessary.	Understand good practises with regard to exercise, eating, sleeping, screen time, hygiene and oral hygiene. Name and recognise how healthy choices can keep us well.	Working hard to achieve their own dreams and goals. Feel resilient and confident in their learning. Learn and use strategies in approaching challenges.	Understand that there are changes in nature and humans. Talk about how we have grown and changed since we were a baby,
	Self-Regulation	Handwashing. Settling into Reception. Learn about classroom routines & rules. Supporting children to build relationships. Identify who can help if they are sad/worried. Help others feel welcome. Can I learn when to ask, is it ok? Begin to identify and recognise their own feelings and different emotions.	Understand that everyone is different. Celebrate differences and recognise things we have in common. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Describe different feelings and	Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Talk about how to keep their bodies healthy and safe. PANTS rule	Looking after our planet, our local area and classroom. Talk about how they can make an impact on the natural world.	Play cooperatively and take turns. Try to solve friendship problems if they occur. Help others to feel part of a group. Show respect to others. Ask children to explain to others how they dealt	Transition, changes, celebrating how far we have come. Discuss what have we enjoyed in Reception and what are we looking forward to next year. Express how we feel when change happens. Know who to ask for



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			<p>emotions. Consider the feelings of others. Learn a range of strategies to control emotions.</p> <p>Develop friendships. Begin to think about the perspectives of others. Know how to help peers if they are upset.</p>	<p>Use taught strategies to support turn taking.</p>	<p>Listen and think about the perspectives of others. Build constructive and respectful relationships. Show sensitivity to others needs and feelings. Random acts of kindness. See themselves as a valuable individual.</p>	<p>with a problem or an emotion.</p>	<p>help if we are worried about change.</p>
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