

PSED LTP 2021- 2022

<u>Building Relationships ELG</u>	<u>Managing Self ELG</u>	<u>Self-Regulation ELG</u>
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>

### **I see myself as a valuable individual.**

Time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.

Create an 'All About Me' book with the child and their family. Ask who lives in their house, if they have pets. Discuss with parents whether they would like their family names and words that have a special meaning to them to be used in Willow Class. Find out the child's strengths using the headings:

The things people love and admire about me.

What makes me happy

How I like to be supported.

'Our names, Ourselves' Ask parents how and why their names were chosen. Possible create a class book titled 'The Stories of our Names.' Stories may be quite moving and intergenerational, e.g. names after Grandad.

Each child to have their own special box and scrapbook to record memories and work they are proud of.

### **I can build constructive and respectful relationships.**

Make sure children are encouraged to listen to each other as well as the staff.

Ensure children's play regularly involves sharing and cooperating with friends and other peers.

Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings.

Have high expectations for children following instructions, with high levels of support when necessary.

Encourage children to explain the reasons for rules, know right from wrong and try to behave accordingly.

Help children to share and take turns.

Create a family photo board of the children's families. Children to approach and observe the board as much as they want, supporting them to talk about their special people.

### **I can manage my own needs**

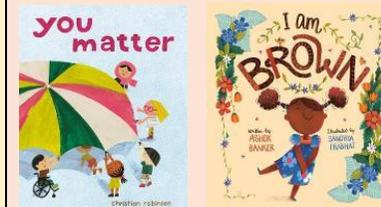
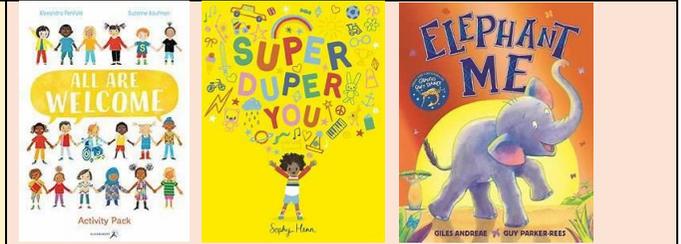
Help and encourage children to;

Use the toilet independently.

Take their coat off and put it on.

Follow a simple instruction as part of a group, e.g. sit down, let's go outside.

Join in an activity when invited by an adult.



Create an 'All About Me' book.

Each child to have their own special box and scrapbook to record memories and work they are proud of.

Create a family photo board of the children's families.

Use ERIC resources/videos.

Term 2, Celebration

Resources & Experiences

**I can express my feelings and consider the feelings of others.**

Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary.

Help and reassure them when they are distressed, upset or confused.

Undertake specific activities that encourage talk about feelings and their opinions.

**I can identify and moderate my own feelings socially and emotionally.**

Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely and tidy up after ourselves.

Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.

Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.

**I can think about the perspectives of others.**

Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.



### I show resilience and perseverance in the face of challenge.

Help the children to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.

Link with learning about historical figures – What did Neil Armstrong or Tim Peak have to overcome to succeed?

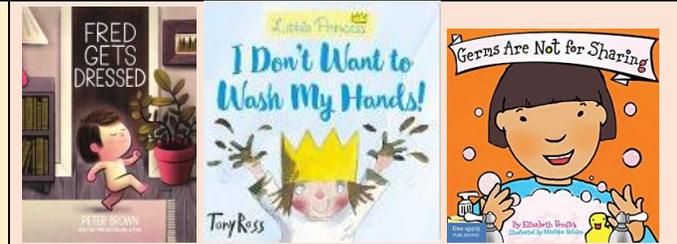
### I can manage my own needs.

#### Personal hygiene

Help individual children to develop good personal hygiene. Acknowledge and praise their efforts.

Provide regular reminders about thorough handwashing and toileting.

- Demonstration of good handwashing technique for 20 seconds.
- Use of glitter to demonstrate how germs stick to your hands and how soap helps to repel germs.



- Glitter Germs activity.
- Washing hands singalong and practise.
- Bread experiment (clean hands, dirty hands)

## Term 4, Discovery (location & maps)

### Know and talk about the different factors that support their overall health and wellbeing:

- healthy eating
- toothbrushing
- As a class, talk about what our teeth do and why we need to keep them healthy. What do they do at home to look after their teeth?
- Encourage the children to talk about their experiences of going to the dentist and what happens when they are there. Can they remember how they felt when they first went to the dentist? How do they feel now when they visit the dentist?
- Use a model set of teeth to talk about what happens if we don't look after our teeth. One tooth could be coloured black, another could have food stuck. One could be missing to start talking about losing milk teeth.
- Invite a dentist or dental nurse to talk to the children about their job and what it is like to visit the dentist. Encourage the children to ask their own questions.
- Look at some x-rays of teeth to discuss how technology is used by a dentist.

## Resources & Experiences



- Visit from dental hygienist.
- Use of dental care models.
- Use of disclosing tablets.
- Toothbrushes
- Toothpaste
- Create a dentist curiosity cube.

## Term 5 Amazing Earth (Growing)

**Know and talk about the different factors that support their overall health and wellbeing:**

- healthy eating
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Talk with children about exercise, healthy eating and the importance of sleep.

Yoga moves to promote sleep and relaxation.

Plan in time for weekly yoga sessions.

### Heathy Eating

Growing and taking care of vegetables in our planter.

Discuss healthy food choices.

Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.

### Safe Pedestrian

Road and traffic safety discussion.

Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.

### **I can manage my own needs**

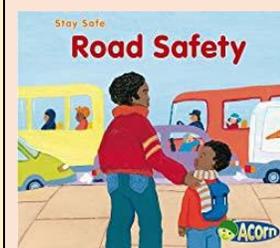
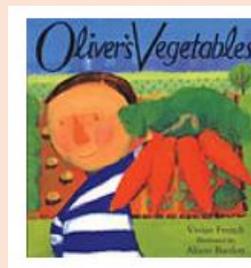
Dress and undress for PE independently.

Discuss sensible choices.

Understand and discuss consequences of our behaviour.

Persevere when something is challenging.

## Resources & Experiences



- Visit from a road safety officer or school crossing patrol person.
- Yoga sessions.
- Visit to a farm, e.g. Cotswold Farm Park or Over Farm, Gloucester.
- Copegrove Farm visit.



## Term 6 Amazing Earth

## Resources & Experiences

## Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating

### Healthy Eating

Develop children's understanding of how to make positive decisions about the food they eat.

Eatwell Guide. Look at food and drinks we consume daily and categorise them into how much we should be eating at mealtimes.

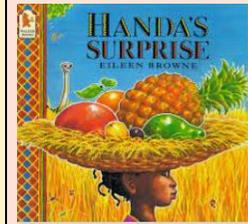
Be the Chef! Combine healthy eating knowledge with practical cooking tips. Children to follow a recipe to cook a healthy meal or make a healthy snack.

Taste tasting activities – link to tasting fruits that appear in Handa's Surprise. Are there fruits that they have not tried before that they will now include in their diet?

### Regular Physical Activity

Throughout the year:

- Daily physical activity sessions.
- Yoga & meditation.
- Go Noodle dance sessions.
- Fine and gross motor opportunities.
- Funky finger station, playdough, art and crafts.
- Large chalkboards, skipping ropes, balls and hoops.
- Large sandpit for children to sit in.
- Water tray with a range of resources.
- Mud kitchen and a range of utensils.
- Stage and musical instruments.
- Forest School activities.
- Opportunities for running and running games on the playground and the field.
- Sports Day.
- Bike Coaching.



- Healthy eating sessions.
- Visit from nurse or doctor explaining importance of healthy eating.



Taste testing a variety of fruits and vegetables.



Bike sessions each week alongside discussions about keeping physically active.

