

Cultural Capital

Throughout the year children will experience carefully chosen texts, whole school worships and outside speakers that will allow them to begin to explore the concepts of equality, rights and responsibilities as well as beginning to build an understanding of different families, people and communities beyond their immediate experience.

Wk	Development Matters / ELGs	Learning Outcome	Activities	Resources & Vocabulary
1 - 12	<p><u>Making relationships</u> Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>To understand friendly behaviour.</p> <p>To understand how to share and take turns.</p> <p>To begin to initiate conversations.</p> <p>To ask appropriate questions of others.</p> <p>Begin to take steps to resolve conflicts with other children.</p>	<p><u>Direct Teaching</u></p> <p>Class or small group discussions/circle time sessions:</p> <ul style="list-style-type: none"> - sharing - turn-taking - friendly behaviour - what to do if you want to play and someone else is there <p>Practice taking turns in a small group group - adult says ‘Hello, my name is ___’ to first child. They say ‘Hello ___’ and turn to next child and say ‘Hello my name is ___’. Move round group. Encourage children to listen to each other and not interrupt and to be aware of their turn. Explain that they could start a conversation with a friend this way.</p> <p>Practice asking questions. Begin with ‘What is your name?’ Talk with the children about what they might like to find out about the other children in their class e.g. ‘What do you like to play with? Do you have any pets? What is your favourite colour?’ Model asking a question to a friend to find out more about them. Discuss friendly questions that we could use to help us to make friends e.g. ‘What is your name? What do you like to play? Would you like to play with me?’</p> <p>Talk about what makes a good friend and what friendly behaviour is. Ensure</p>	<p><u>Resources – Direct teaching</u></p> <p>Puppets to model friendly behaviour, asking questions etc.</p> <p>Emotion cards/facial expression cards</p> <p><u>Resources – Exploration & Investigative play</u></p> <p>Relevant resources that allow opportunities for turn-taking and sharing.</p> <p><u>Vocabulary</u></p> <p>Friendly behaviour, friend, good friend, kind, respectful, the best we can be, kind words, share, sharing, take turns, fair, talk, ask, question, answer, find out, solve, problem, feelings, happy, sad, upset, angry, cross, excited, worried, scared, afraid, nervous etc.</p>

DM statements in non-bold = 40-60 months

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			<p>children understand what is not friendly behaviour and why. Discuss how they might feel if other children are not friendly to them.</p> <p>Exploration & investigative play</p> <p>Activities that allow children to practice turn-taking and sharing in small groups. Model being a considerate and responsive partner in interactions.</p>	
	<p>Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>To speak to others about own needs and wants.</p> <p>To speak to others about own interests and opinions.</p> <p>To describe self in positive terms and talk about own abilities.</p> <p>To begin to speak in a familiar group.</p> <p>To begin to talk about their ideas.</p> <p>To choose the resources they need for their chosen activity independently.</p> <p>To begin to say when they do or do not need help.</p>	<p>Direct Teaching</p> <p>Class or small group discussions/circle time sessions:</p> <ul style="list-style-type: none"> - Talk about own interests and opinions - Describe ourselves in positive terms and talk about own abilities - Talk about own wants and needs and the importance of sharing these with others - Talk about why it is important to say when we do or do not need help and who we can ask <p>The above group discussions provide opportunities for children to speak in a familiar group and to begin to talk about their ideas.</p> <p>Exploration & investigative play</p> <p>Activities that allow children to speak to others about their own needs and wants, speak in a familiar group, talk about their ideas, choose resources they need for their chosen activity, begin to say when they do or do not need help.</p>	<p>Resources – Direct teaching</p> <p>Quiet carpet space</p> <p>Resources – Exploration & Investigative play</p> <p>Relevant resources that allow opportunities for children to speak to others about their own needs and wants, speak in a familiar group, talk about their ideas, choose resources they need for their chosen activity, begin to say when they do or do not need help.</p> <p>Vocabulary</p> <p>Talk, speak, ask, need, want, interests, opinions, ideas, describe, good at, choose, help</p>

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	<p>Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>To stop, raise their hand and look at an adult straight away when they say 'stop and look.'</p> <p>To know and understand the school rules.</p> <p>To begin to understand our school values Perseverance, Respect, Compassion and Responsibility.</p> <p>To know that some behaviour is unacceptable.</p> <p>To understand what 'superb walking' is and when it is expected.</p> <p>To understand how own actions can affect others people.</p> <p>Begin to be able to negotiate and solve problems without aggression.</p>	<p>Direct Teaching</p> <p>Class or small group discussions/circle time sessions:</p> <p>Teach 'stop and look' and ensure children understand the expectation to stop, raise a hand, look at the adult and listen immediately.</p> <p>Teach children the three school rules and discuss the meaning of each rule. Discuss expected behaviour and talk about the behaviours that are unacceptable.</p> <p>Teach children our school values and discuss the meaning of each value. Discuss examples of when and how we might show these values both in school and at home.</p> <p>Teach and model 'superb walking' and when it is expected.</p> <p>Discuss how actions can affect other people. Sometimes we can make bad choices and upset people. Discuss examples of when this has happened. Talk about how other people might feel because of our actions and choices. Discuss ways to comfort others and show that we are sorry. Discuss the importance of saying sorry, even when we have not intended to upset others.</p> <p>Talk about how the children would feel if someone took their toy. Discuss possible ways to solve this problem, and ways that we should not deal with this situation. Repeat for different scenarios that could cause the children to feel angry or upset.</p> <p>Exploration & investigative play - N/A</p>	<p>Resources – Direct teaching</p> <p>Quiet carpet space</p> <p>Puppets to model scenarios</p> <p>Emotion cards/facial expression cards</p> <p>Resources – Exploration & Investigative play</p> <p>N/A</p> <p>Vocabulary</p> <p>Stop and look, be kind, be respectful, be the best you can be, superb walking, straight away, immediate, silent, smart, single file, straight line, feelings, actions, sorry, comfort, solve, problem</p>
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Reception Curriculum – Personal, Social and Emotional Development				Spring Term
Wk	Development Matters / ELGs	Learning Outcome	Activities	Resources & Vocabulary
1 - 12	<p><u>Making relationships</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>To play co-operatively with others.</p> <p>To take turns when playing with others.</p> <p>To initiate conversations.</p> <p>To listen to and take account of other children's ideas.</p> <p>Take steps to resolve conflicts with other children.</p>	<p><u>Direct Teaching</u></p> <p>Class or small group discussions/circle time sessions:</p> <ul style="list-style-type: none"> - co-operative play - turn-taking - sharing - listening to others and taking account of their ideas - finding a compromise - feelings, facial expressions and body language <p>Discuss co-operative play. What does this mean? (Sharing, turn-taking, including everyone, listening to others, using their ideas etc.) Model scenarios using puppets/Teacher and Teaching Partner. Ask the children if they think the puppets are playing co-operatively. Why? Why not? How could they play co-operatively?</p> <p>Discuss the word 'compromise'. What does this mean? Discuss ways that the children could come to a compromise in their play. Model scenarios.</p> <p><u>Exploration & investigative play</u></p> <p>Activities that allow children to practice co-operative play, turn-taking, sharing, listening to others and taking account of their ideas in small groups, finding a compromise.</p>	<p><u>Resources – Direct teaching</u></p> <p>Puppets to model friendly behaviour, asking questions etc.</p> <p>Emotion cards/facial expression cards</p> <p><u>Resources – Exploration & Investigative play</u></p> <p>Relevant resources that allow opportunities for co-operative play, turn-taking, sharing, listening to others and taking account of their ideas in small groups, finding a compromise.</p> <p><u>Vocabulary</u></p> <p>Co-operative play, friend, good friend, kind, respectful, the best we can be, kind words, share, sharing, take turns, fair, include everyone, listen, ideas, compromise, solve, problem, feelings, happy, sad, upset, angry, cross, excited, worried, scared, afraid, nervous etc.</p>

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	<p><u>Self-confidence and self-awareness</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>To be confident to try new activities.</p> <p>To say why they like some activities more than others.</p> <p>To be confident to speak in a familiar group.</p> <p>To speak to others about own interests and opinions.</p> <p>To talk about their ideas.</p> <p>To choose the resources they need for their chosen activity independently.</p> <p>To say when they do or do not need help.</p>	<p><u>Direct Teaching</u></p> <p>Class or small group discussions/circle time sessions:</p> <ul style="list-style-type: none"> - Discuss how we might feel before trying new activities - Talk about why they like some activities more than others - Talk about own interests and opinions - Talk about why it is important to say when we do or do not need help and who we can ask <p>The above group discussions provide opportunities for children to speak in a familiar group and to begin to talk about their ideas.</p> <p>Opportunities provided for children to try new activities that may be out of their comfort zone.</p> <p><u>Exploration & investigative play</u></p> <p>Activities that allow children to speak to speak in a familiar group, talk about their ideas, choose resources they need for their chosen activity, begin to say when they do or do not need help.</p>	<p><u>Resources – Direct teaching</u></p> <p>Quiet carpet space</p> <p><u>Resources – Exploration & Investigative play</u></p> <p>Relevant resources that allow opportunities for children to speak to speak in a familiar group, talk about their ideas, choose resources they need for their chosen activity, begin to say when they do or do not need help.</p> <p><u>Vocabulary</u></p> <p>New activities, nervous, brave, try, have a go, because, reason, talk, speak, ask, interests, opinions, ideas, like, dislike describe, help</p>
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<p>Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>To talk about their own feelings.</p> <p>To understand and recognise how others feel.</p> <p>To understand how their actions might make others feel.</p> <p>To understand our school values Perseverance, Respect, Compassion and Responsibility.</p>	<p>Direct Teaching</p> <p>Class or small group discussions/circle time sessions:</p> <p>Discuss different feelings. What makes us feel happy/sad/angry/excited etc. What do we do if we feel this way? Discuss how we might display those feelings to others.</p> <p>Look at emotion cards and facial expressions. Discuss how the children feel. How do you know? Talk about the way that our faces can change to show our feelings.</p> <p>Discuss how actions can make others feel. Ask the children to think about how they would feel if another child would not let them play, if another child took a toy they were playing with etc. Discuss the possible feelings. Reflect on how these actions make other children feel, and the importance of our three school rules during play.</p> <p>Recap and refer back to the school values and their meanings. Discuss when we have shown these values and read story that model these values e.g The Giving Tree, The Lion Who Wanted to Love, How to Catch a Star.</p> <p>Exploration & investigative play</p> <p>N/A</p>	<p>Resources – Direct teaching</p> <p>Quiet carpet space</p> <p>Puppets to model scenarios</p> <p>Emotion cards/facial expression cards</p> <p>Resources – Exploration & Investigative play</p> <p>N/A</p> <p>Vocabulary</p> <p>Feelings, happy, sad, upset, angry, cross, excited, worried, scared, afraid, nervous etc. body language, facial expression, be kind, be respectful, be the best you can be</p>
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Reception Curriculum – Personal, Social and Emotional Development				Summer Term
Wk	Development Matters / ELGs	Learning Outcome	Activities	Resources & Vocabulary
	<p>Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>	<p>To play co-operatively, taking turns with others.</p> <p>To take account of other children's ideas.</p> <p>To show sensitivity to others' needs and feelings.</p> <p>To play group games with rules.</p> <p>To understand that someone else's point of view can be different from theirs.</p> <p>To resolve minor disagreements independently through listening to each other and to come up with a fair solution.</p> <p>To understand what bullying is and that this is unacceptable behaviour.</p>	<p>Direct Teaching</p> <p>Class or small group discussions/circle time sessions:</p> <ul style="list-style-type: none"> - co-operative play and turn-taking - listening to others and taking feelings, facial expressions and body language and the needs of others - point of view and opinions - resolving minor disagreements <p>Discuss different games that we play. Choose one and ask children what the rules are. Talk about why rules are important and we have them in a game. Play games with the children in small groups, ensuring they all understand the rules first. Encourage children to resolve any conflict/minor disagreements independently.</p> <p>Discuss opinions and points of view. What does this mean? Do we all have to think the same thing? Tell the children that you think the best colour is green. What do they think? Explain that the children all have different opinions. Model other examples of when someone else's point of view can be different from theirs.</p> <p>Discuss the word 'disagreement.' What does this mean. Model a scenario using puppets/Teacher and Teaching Partner where two people disagree. What should they do? Model listening to each other and then finding a solution that is fair. Repeat for different scenarios. Model a</p>	<p>Resources – Direct teaching</p> <p>Puppets to model friendly behaviour, asking questions etc.</p> <p>Resources – Exploration & Investigative play</p> <p>Relevant resources that allow opportunities for co-operative play, turn-taking, sharing, listening to others and taking account of their ideas in small groups, finding a compromise and resolving minor disagreements.</p> <p>Vocabulary</p> <p>Co-operative play, friend, good friend, kind, respectful, the best we can be, kind words, share, sharing, take turns, fair, include everyone, listen, ideas, compromise, solve, problem, feelings, happy, sad, upset, angry, cross, excited, worried, scared, afraid, nervous etc.</p> <p>Rules, point of view, opinion, think, different, disagreement, fair solution, unfair, bullying, bully, acceptable, unacceptable, behaviour</p>

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			<p>scenario and explain a solution that is unfair. Is this a fair solution? Why? Why not?</p> <p>Discuss the word 'bullying' and what this means. Teach children STOP</p> <p>Bullying is: Several Times On Purpose</p> <p>Ensure children understand the word 'unacceptable.' Talk about behaviours that are acceptable and might show that you are a good friend. Discuss the opposite with the children and behaviours that are unacceptable. Discuss with the children what they should do if they think that somebody else's behaviour is unacceptable towards another child.</p> <p><u>Exploration & investigative play</u></p> <p>Activities that allow children to practice co-operative play, turn-taking, sharing, listening to others and taking account of their ideas in small groups, finding a compromise and resolving minor disagreements.</p> <p>Games with rules that can be played as a group independently once taught.</p> <p>Opportunities for children to create their own games with their own set of rules.</p>	
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<p><u>Self-confidence and self-awareness</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>	<p>To be confident to speak to a class group.</p> <p>To be confident to try new activities.</p> <p>To say why they like some activities more than others.</p> <p>To talk about things I enjoy and I am good at.</p> <p>To talk about things I don't find easy.</p> <p>To know different ways that I can help myself if I need help or information.</p> <p>To talk about the plans they have made to carry out activities.</p> <p>To talk about what they might change if they were to repeat an activity.</p>	<p><u>Direct Teaching</u></p> <p>Class or small group discussions/circle time sessions:</p> <ul style="list-style-type: none"> - Talk about why they like some activities more than others - Talk about things they enjoy and are good at. - Talk about things they don't find easy. - Discuss different ways to help ourselves or to find information. <p>Opportunities provided for children to try new activities that may be out of their comfort zone.</p> <p><u>Exploration & investigative play</u></p> <p>Activities that allow children to talk about the plans they have made to carry out activities.</p> <p>Activities that allow children to talk about what they might change if they were to repeat an activity.</p> <p>Activities that encourage children to find support when they need help or information.</p>	<p><u>Resources – Direct teaching</u></p> <p>Quiet carpet space</p> <p><u>Resources – Exploration & Investigative play</u></p> <p>Relevant resources that allow opportunities for children to plan an activity and then carry it out, help themselves and find support or information.</p> <p><u>Vocabulary</u></p> <p>Like, dislike, enjoy, good at, don't find easy, difficult, challenge, persevere, talk, speak, as, find, help, information</p>
<p><u>Managing feelings and behaviour</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children know some ways to manage</p>	<p>To know some ways to manage my feelings and to begin to use them to maintain control.</p> <p>To listen to other people's suggestions and plan how to achieve an outcome without adult help.</p> <p>To know when and how to stand up for myself appropriately.</p> <p>To stop and think before acting.</p>	<p><u>Direct Teaching</u></p> <p>Class or small group discussions/circle time sessions:</p> <p>Discuss negative feelings and how they can make us want to react. Talk about different strategies that could be used to help the children to stay calm and maintain control of their feelings e.g. walking away to a quiet space and slowly counting to 10.</p>	<p><u>Resources – Direct teaching</u></p> <p>Quiet carpet space</p> <p>Puppets to model scenarios</p> <p><u>Resources – Exploration & Investigative play</u></p> <p>Relevant resources for chosen tasks</p> <p><u>Vocabulary</u></p> <p>Feelings, react, maintain control,</p>

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	<p>their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>		<p>Talk about group work and listening to the suggestions of others. Ensure the children understand why this is important. Provide opportunities for children to work in small groups where they have to plan how to achieve an outcome without adult help. Children to complete the task and reflect on their listening and collaboration.</p> <p>Talk about when we might need to stand up for ourselves and how we should do this appropriately. Use puppets to model scenarios and ask the children to discuss what they think they should do. Discuss appropriate possible solutions.</p> <p>Discuss the importance of thinking before we act. Talk about how we can sometimes hurt other people's feelings unintentionally if we do not take the time to stop and think. Use the puppets to model scenarios. What did the puppets do wrong? What should they have done differently?</p> <p>Exploration & investigative play</p> <p>Provide different opportunities for children to work in small groups where they have to plan how to achieve an outcome without adult help.</p>	<p>strategies, calm, listen, take turns, work together, team, solution, think, act</p>
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