

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. EYFS Statutory Educational Programme					
Managing Self Self-Regulation Building Relationships Children will follow Snowbell & Snowdrops rules, be encouraged to use a variety of self regulation strategies, some of which suggested by partnership with Silverdale Outreach team	Form a secure bond with key worker and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity	Become more outgoing with other adults in the setting. Begin to link up with others from their Pow-wow/Small group (Keyworker) by holding hands and travelling to the same play area. Find and bring additional resources needed to activities to achieve a particular goal Show more confidence in new social situations	Follow FSU rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate the resources they need to achieve a goal	Follow very simple rules to stay safe when visiting the local area with familiar adults. Take turns without reminders Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve there vision. Develop ways to calm themselves and use these with adult support	Follow rules without reminders. Listen and talk to special visitors to the setting. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Use self calming strategies spontaneously. Such as draw a star, take a few deep breaths. Carry out simple tasks to help someone other than themselves. Use a small range of adjectives to describe the emotions of story characters and friends	Talk about FSU rules to other their friends. Develop appropriate ways of being assertive. Use a wider range of vocabulary to describe feelings of friends and characters in books. Help to find solutions to conflicts and rivalries & suggestion other ideas. Showing an interest in wanting to do a job for someone other than themselves. Take on the role of a character in role play. Looking at a different perspective
Computing & Online Safety RSE—online relationships	Use of play technology to explore Use of IWB Digiducks Big Decision online story—Childnet	Use of play technology to explore Use of IWB Chicken Clicking Story	Getting familiar with school iPad Safer Internet Day — Smartie the penguin online story (Childnet)	How to use iPad safely—opening and closing, storage Unplugged Story	Learn how to take a photo of something you are proud of. Dot. story	Use of programable toys—Beebots, Codapillar, Troll Stinks story

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. EYFS Statutory Educational Programme					
SEALS	New Beginnings	Getting on & Falling Out	Going for Goals	Good to be me	Relationships	Changes—Moving on to year 1
Managing Self Self-Regulation Building Relationships Children will follow Snowbell & Snowdrops rules, be encouraged to use a variety of self regulation strategies, some of which suggested by partnership with Silverdale Outreach team	Follow classroom routines including self-help with clothing. Continue to follow classroom expectations. (Snowbell & Snowdrop rules) See themselves as a valuable individual & develop a positive sense of self. Build a vocabulary around feelings & emotions Identify & communicate own feelings using 5 point scale Building strategies to make new friends. RSE—Caring for Me	Be able to talk about & show good practise with regards to handwashing and food preparation. (clean snack table) Identify healthy ingredients in food & drinks. Work with another to achieve a desired outcome. Building confidence when performing & acting out in front of others (Nativity) Identify the qualities of what makes a good friend. Identify & communicate own feelings using 5 point scale RSE—Respectful Relationships	Work in a small group on tasks like turn-taking games. Talk about simple problem solving approaches. Make healthy snacks Continue to develop strategies for self regulation (5 point scale) RSE—People who care for me—My Family	Work in a small group on tasks like turn-taking games. Articulate how to solve simple problems. Choose ingredients suited to a healthy snacks. Talk about and demonstrate good oral health routines. Continue to develop strategies for self regulation (5 point scale) RSE—Healthy Eating	Engage in more complex and extended turn taking games Read facial expressions and body language and extending the vocabulary of emotions. Articulating reasons for success or failure in a challenge. Spontaneously use strategies for self regulation (5 point scale) RSE—Respectful Relationship	Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others. Continue to develop strategies for self regulation (5 point scale)
Computing & Online Safety RSE—online relationships	Use of IWB How to use iPad safely—opening and closing, storage Digiducks Big Decision online story—Childnet	Take selfies and photos using iPads Chicken Clicking Story	Safer Internet Day — Smartie the penguin online story (Childnet) Dot. Story	Use a basic app on the iPad Unplugged Story	Use a basic app on the iPad Use of beebots/codapillar Troll Stinks story	Use a basic app on the iPad Once Upon a Time Online Story
Commando Joes Missions	To be implemented					