

The Foundation Years Long Term Plan - Reception Regina Coeli Catholic School

Personal, Social and Emotional Development Self-confidence and Self-awareness		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p><u>40-60 months</u> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><u>Early Learning Goal</u> <i>Children are confident to try new activities, and say why they like some activities more than others.</i> <i>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.</i> <i>They say when they do or don't need help.</i></p>	<p><i>Children will be able....</i></p> <ul style="list-style-type: none"> • To select activities and use resources with support • To take pleasure in learning new skills • To seek praise for what they have done • To demonstrate pride in their achievements • To develop confidence in different situations • To be confident to talk to others when playing • To talk freely about their own home and community • To ask for help when needed • To be eager to try new experiences • To make choices and sustain interests • To express emotions and needs appropriately • To be able to express their own opinions and ideas • To display confidence in their capabilities • To display high levels of involvement in self-chosen activities • To select and use activities and resources independently • To persist for extended periods of time at an activity of their choosing • To use their initiative. • To be willing to try and enjoy a challenge. • To be confident to try new activities. • To show a preference for particular activities • To be able to talk about preferences and give reasons why. • To be confident to speak in a familiar group. • To be able to talk about their ideas. • To be able to choose appropriate resources for their chosen activities. • To be able to say when they do/don't need help. 	<p>Ongoing observation and assessment used to identify and plan needs. Encourage children to talk about their families. Continue to build on relationship with parents and children from home visits. Use information obtained from home visits to provide activities. Develop classroom routines that are embedded in daily routine. Visual timetable Encourage, listen and respond to children's communications Provide an exciting range of activities to challenge and extend learning Value children's contributions through praise to motivate children's learning Encourage children to show pride in their achievements through praise and discussion All adults to develop the children's independence by ensuring that children try things for themselves before intervening. Have realistic but high expectations of the children Teach children to take care of resources Provide opportunities for the children to speak in front of a group. Encourage children to talk about what they are doing and what they would like to do.</p>

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Personal, Social and Emotional Development Managing Feelings and Behaviour		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><u>40-60 months</u> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><u>Early Learning Goal</u> <i>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.</i> <i>They work as part of a group or class, and understand and follow the rules.</i> <i>They adjust their behaviour to different situations, and take changes of routine in their stride.</i></p>	<p><i>Children will be able....</i></p> <ul style="list-style-type: none"> • To be aware that some actions can hurt others' feelings • To begin to share and take turns with support • To accept the needs of others • To follow the rules of behavioural expectations in the setting • To manage when their needs are not immediately met • To adapt their behaviour to different situations • To manage changes in routine <ul style="list-style-type: none"> • To demonstrate empathy for people • To learn that some things are theirs and some things are shared • To have an awareness of boundaries set and of behavioural expectations in the setting • To understand what is right and wrong • To behave appropriately in a range of different situations • To negotiate to solve problems and disputes • To think about issues from others viewpoint • To talk about how they show their feelings. • To talk about how others show their feelings. • To talk about their own and others behaviour. • To be aware of the consequences of their own and others' actions. • To know that some behaviour is unacceptable. • To be able to work as part of a group or class. • To understand and follow the rules. • To be able to adjust their behaviour to different situations. • To be able to take changes of routine in their stride. 	<p>Circle time to discuss school rules when all children are started. All adults to be consistent when applying the rules to ensure the children have a secure understanding of expected behaviour. Explain expectations of behaviour and consequences of actions. Support children who experience difficulty with change in routine e.g. visual timetable, visual cue cards. Ask children to reflect on what they have done and what they could do differently next time the situation arises. Develop problem solving skills and encourage children to think about what different consequences there are to each solution Read stories that highlight consequences Small group circle times to explore feelings Continue to reinforce school rules and expectations of behaviour using positive reinforcement. Support children to develop strategies to manage conflicts independently. Use pictures, consistent gestures to show children with SEN the expected behaviours Talk about fair/unfair situations To provide opportunities for children to work together in groups/as a class.</p>

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Personal, Social and Emotional Development Making Relationships		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><u>40-60 months</u> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><u>Early Learning Goals</u> <i>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.</i></p>	<p><i>Children will be able....</i></p> <ul style="list-style-type: none"> • To begin to understand the social expectations on how to play in a group • To show friendly behaviour by initiating play • To use play to extend ideas by responding to what others are saying or doing • To share and take turns • To build good relationships with peers and adults • To show awareness of other children's needs • To have a sense of belonging within the setting • To be socially confident in interactions with peers and adults • To take account of what others say • To show empathy and understanding of other children's needs • To begin to manage and resolve conflicts • To explain their own knowledge and understanding • To ask appropriate questions of others • To play co-operatively. • To be able to take turns with others. • To be able to take account of one another's ideas. • To be sensitive to the needs and feelings of others. • To form positive relationships with adults and other children. 	<p>Provide activities and resources that encourage turn taking and sharing Use resources, such as, books and puppets to help children to explore their ideas about friends and friendship and link to feelings. Create areas that encourage children to sit and chat with friends Give children extended periods of time to collaborate with each other Ensure that children get to know everyone in the group not just their special friends. Provide opportunities for children and adults to listen to each other. Provide activities that involve turn-taking and sharing in small groups e.g. board games.</p>