



# **Fairfield Nursery School**

## **Personal Social and emotional Curriculum**

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.

We understand that Personal, social and emotional development (PSED) needs to be embedded across all areas of learning, as it is crucial to children's ability to learn and develop, holding this at the heart of our practice within our nursery school.

*"Children are valued as active learners who choose, plan and challenge. This stimulates a climate of reciprocity, 'listening to children', even if they cannot speak, observing how their feelings, curiosity, interest and knowledge are engaged in their early childhood environments, and encouraging them to make a contribution to their own learning"* (Smith. 2007)

## **Early Years Statutory Framework (2021)**

- Self-regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.
- Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right

from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs

## **Fairfield Image of the child:**

We have been inspired by the work of Carlina Rinaldi and Loris Malguzzi from the pre-schools of Reggio Emilia and the work of Pen Green and their Making Children's Learning Visible project. Carlina Rinaldi (1998) states "If we believe that children possess their own theories, interpretations and questions, and that they are co-protagonists in their knowledge- building processes, then the most important verb in educational practice is no longer to talk, to explain, to transmit, but to listen."

All staff have carefully considered how they support children's learning and development. The image of the child has been developed as a team and also working closely with parents. Our image is:

### **● Communicator**

A child that is able to express themselves effectively in their own unique way, showing awareness of others.

### **● Reflective**

A reflective child is one that has an awareness of self, is thoughtful and considerate. They are motivated to try again, find out more and review their work and test ideas.

### **● Explorer**

A child, who is curious, fascinated and inspired by the world around them. They take risks and can be independent in their experiences.

### **● Creative**

A child that embraces learning in a creative and imaginative way. They try different methods to problem solving using remarkable and interesting approaches.

### **● Resilient**

A resilient child is confident. They are secure emotionally and in their environment. They are able to learn by trial and error and bounce back when they are confronted with difficult situations.

## The Principles/Intent for our PSED curriculum.

- **Well-being** – Laevers (2011) refers to well-being as feeling at ease, being spontaneous and free of emotional tensions and believes that it is crucial to good mental health.

At Fairfield Nursery School, we understand that a child's well-being is critical to their ability to learn and develop. Well-being can refer to how children feel at ease, their confidence to act spontaneously and their overall happiness and sense of self. All children have the right to have their health and wellbeing promoted and to be protected from harm. They also have a right to experience affection, warmth and consistent care. We aim for our nursery school to be a safe and secure place where each child is treated with respect and where diversity is valued. All children need to know that they are accepted for who they are and that they can make a difference. Children are supported to feel that they belong, which contributes to their wellbeing and gives them the confidence to try new experiences. Children experience an accessible and inclusive curriculum that offers meaning and purpose. Transitions into and across settings are thoughtfully planned and we recognise what children bring with them; they need to know that their nursery setting is part of their wider world and inclusive of their parents, their culture and beliefs.

- **Belonging** - We aim for our setting to be a safe and secure place where each child is treated with respect and diversity is valued. All children need to know that they are accepted for who they are and that they can make a difference. It is important that our children feel that they belong, where this supports and contributes to their wellbeing and gives them the confidence to try new experiences.

Children within our setting experience an accessible and inclusive curriculum that offers meaning and purpose, where staff refer back to the phrase 'what is learning?' when providing experiences and enhancing the environment, underpinning all that we provide.

- **Contribution** - Children within our setting develop by participating actively in the opportunities that are available to them within our continuous provision, focus groups and also through projects. These typically involve collaboration with adults and also with other children. Every child within our setting has the right to equitable opportunities to participate actively in the learning community. To make a contribution, children need to develop responsive and reciprocal relationships with staff and with other children. Adult relationships play an important role in helping children initiate and maintain relationships with their peers. It is through interacting with others that

children learn to take another's point of view, empathise, ask for help, see themselves as a help to others and discuss or explain their ideas.

- **Communication** - Languages are the means by which we think and communicate with each other. We typically think of languages as consisting of words, sentences and stories, but there are also languages of sign, mathematics, visual imagery, art, dance, drama, rhythm, music and movement. At Fairfield nursery school, we feel that it is important that children develop competence in and an understanding of language. Children's learning is supported, enabling children to communicate their experiences in different ways; and where they learn to interpret the ways in which others communicate and represent their experience too. Children are supported in developing increasing competence in symbolic, abstract, imaginative and creative thinking. We believe that it is important that both the verbal and non-verbal communication approaches used by children within our setting are supported and encouraged, as well as valuing the importance of children's first languages.
- **Exploration** – We understand that children learn best through their play, following their interests and through active exploration of the environment. Children are critical thinkers, problem solvers and explorers, learning through play: by doing, asking questions, interacting with others, devising theories about how things work and then trying them out and by making purposeful use of resources. As children engage in exploration, they begin to develop attitudes and expectations that will continue to influence their learning throughout life.

## The principles and intent of Self Confidence and Self Awareness

### Key learning –

- Children develop their understanding of their own and others' feelings and develop their ability to be empathetic, developing the ability to see things from another person's point of view.
- Children develop a sense of belonging and feel safe and secure through safe and trusting relationships.

<p><b>Self confidence and Self awareness</b></p>	<p><b>Me, myself and I</b></p> <p><i>Children have a growing awareness of self, they realise that they are separate and different from others, they recognise personal characteristics and preferences and children find out what they can do.</i></p>	<p><b>Being acknowledged and affirmed</b></p> <p><i>Children are able to contribute to secure relationships, they understand that they are valued and important to someone and they explore emotional boundaries.</i></p>	<p><b>Developing self assurance</b></p> <p><i>Children are gaining self assurance through a close relationship, they are becoming confident in what they can do, they value and appreciate their own abilities and they feel self assured and supported.</i></p>	<p><b>A sense of belonging</b></p> <p><i>Children are acquiring social confidence and competence through having a strong identity and sense of themselves, they enjoy being with familiar and trusted others, they value individuality and contributions of</i></p>
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				<i>self and others and feel that they have a role and their own identity within a group.</i>
<p><b>Self awareness –</b> know that they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interest with others, take pride in themselves and their work/achievements and share their achievements with others.</p>	<p>Enjoys finding own nose, eyes, tummy and familiar body parts as part of naming games.</p> <p>Laughs/smiles, shows pleasure at interactions with others.</p>	<p>Learn that their voice and actions have effects on others.</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from others.</p> <p>Demonstrates sense of self as an individual, e.g. wants to be independent/may say 'no' to an adult.</p>	<p>Being proud of how they have accomplished something – not just the end result/product.</p>	<p>Can describe self in positive terms and talk about own abilities.</p>
<p><b>Independence –</b> select own resources, carry out tasks without help, will try to complete a task themselves before asking for</p>	<p>Can select toys and resources, showing an interest in objects around them.</p>	<p>Express own preferences and interests.</p> <p>Begins to engage in pretend play with toys.</p>	<p>Can select and use resources and activities with help from familiar adults.</p>	<p>Can select and use resources and media independently, following own interests and ideas.</p>

help, can work on own and with others.				Talk about their own ideas and can choose own appropriate resources.
<b>Confidence</b> – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas and seek a challenge.	Explore new toys – but checks in regularly with familiar adult as and when needed  Explore new environments/areas of nursery provision - but checks in regularly with familiar adult as and when needed	Explore new environments – but needs comfort and reassurance from a familiar adult close by.  Separate from main carer with encouragement and support from a familiar adult.  Explore what they can do on their own, with given support from familiar adults.	Show confidence in asking adults for help when needed.  More outgoing towards unfamiliar people and more confident in new social situations.	Confident to speak to others about own needs, wants, interests and opinions.  Confident to try new activities and can say why they like something more than something else.  Demonstrate a 'can do' attitude.  Bounce back after difficulties.
<b>Responsibility</b> – take care of their own belongings, take care of the belongings of others and class resource.	Begin to notice that their own voice/actions have effects on others.	Welcomes and values praise for what they have done.	Enjoys the responsibility of carrying out small tasks.  Welcomes and values praise for what they have done.	Show care and concern for their own and shared resources, e.g. picking up a book when they see it on the floor.



<p><b>Communication –</b> listen, speak, reflect, explain, respond, recall and review.</p>	<p>Seek to gain attention in a variety of ways.</p> <p>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.</p> <p>Uses pointing with eye gaze to make requests, and to share and interest.</p> <p>Uses pointing with eye gaze to make requests/share interests.</p> <p>Engages others to achieve a goal, e.g. to get an object that they desire.</p>	<p>Engages with an adult to help achieve a goal – uses eye-contact, pointing, gesture to communicate their needs, wishes or desires.</p> <p>Enjoys being with familiar and trusted adults, seeking them out to enjoy being in their presence.</p>	<p>Confident to talk to other children when playing, and will communicate freely about own home and their community.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>More confident to speak out within a familiar group. Can say if they do or do not need adult help.</p>
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## The principles and intent of Managing Feelings and Behaviour

### Key learning –

- Children come to understand and discover who they are and what they can do.
  - Children develop an awareness of self and an awareness of others.
  - Children develop their understanding of boundaries and limits.

<p><b>Managing Feelings and Behaviour</b></p>	<p><b>Me, myself and I</b></p> <p><i>Children have a growing awareness of self, they feel special to someone and they realise that they are separate and different from others. Children demonstrate individual preferences, make their own decisions and find out what they can do with others and become</i></p>	<p><b>Being acknowledged and affirmed</b></p> <p><i>Children discover and learn about boundaries, limits and rules, when to say no and when to do so.</i></p>	<p><b>Developing self assurance</b></p> <p><i>Children are becoming confident in what they can do, they are able to follow rules and they have an understanding of boundaries and limits.</i></p>	<p><b>A sense of belonging</b></p> <p><i>Children know when and how to ask for help, they are learning when to say no and anticipate when to do so</i></p>
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	<i>aware of others and their needs.</i>			
<b>Express feelings –</b> show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried), show pride in their own achievements.	Shows a range of emotions, (happy, sad, excited).  Uses a familiar adult to share and express their feelings.	Growing sense of will and determination may result in feelings of anger and frustration. Can express their own feelings, wishes and desires.	Can usually tolerate delay when their needs are not immediately met, and understands wishes may not always be met.	Can adjust their own behaviour to different situations and takes changes in their routine in their stride.
<b>Communication –</b> make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate.	Is comforted by touch/ faces/voices.  Seeks physical/emotional comfort from trusted adults by being close to them/may snuggle into them.	Seeks comfort from familiar adults when needed.	Can usually adapt their behaviour in different social situations.  Children can work together, taking turns and sharing resources sometimes with adult support.	Beginning to be able to negotiate and solve problems without aggression.
<b>Understand feelings –</b> talk about how they feel, explain why they are experiencing particular feelings.	Calms from being upset when comforted from trusted adults, spoken	Growing ability to distract self when they are upset.	Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Can talk about how they themselves and others show feelings.

	<p>to, held, or even sung to in a soothing voice.</p> <p>Growing ability to soothe themselves or may like to use a comfort object.</p>			Can talk about their own and others' behaviour and its consequences.
<p><b>Manage feelings and behaviour –</b> understand and follows rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems.</p>	<p>Co-operates with care giving experiences, e.g. nappy changes, changing clothing. Beginning to understand 'yes' and 'no' and some simple boundaries.</p>	<p>Responds to a few appropriate boundaries with encouragement and support.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Can inhibit own actions/behaviours.</p>	<p>Children can usually adapt their behaviour to different events, social situations and changes in routine.</p>	<p>Children are aware of the boundaries set and the behavioural expectations within the nursery setting.</p> <p>Know and understand that some behaviour is unacceptable.</p> <p>Works effectively within a group, understands and follows the rules.</p>
<p><b>Understand how others feel –</b> show sensitivity to others, show awareness of how their actions</p>	<p>Reacts emotionally to other peoples emotions (may cry/become upset when seeing</p>	<p>Is aware of others' feelings, for example looks concerned if hears crying or looks</p>	<p>They know that some actions and words can hurt the feelings of others.</p>	<p>Children understand that their own actions affect other people.</p>

<p>may impact on others, know that other children think and respond in different ways to them.</p>	<p>someone else crying/upset.</p>	<p>excited if they hear a familiar happy voice.</p> <p>Responds to the feelings and wishes of others.</p> <p>Tries to help/comfort others when they are distressed.</p>	<p>Begins to accept the needs of others, sometimes with the support from others.</p>	
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## The Principles and intent of Making relationships

### Key learning –

- Children develop an awareness of self through relationships with
- For children to come to understand themselves in relation to others, how they make friends, understand the rules and boundaries of society and how to behave towards others.

<p><b>Making relationships</b></p>	<p><b>Me, myself and I</b></p> <p><i>Children have a growing awareness of self, they feel special to someone and they realise that they are separate and different from others, they recognise personal characteristics and preferences and children find out what they can do with others.</i></p>	<p><b>Being acknowledged and affirmed</b></p> <p><i>Children are able to contribute to secure relationships, they understand that they are valued and important to someone and they explore emotional boundaries.</i></p>	<p><b>Developing self assurance</b></p> <p><i>Children are becoming confident in making relationships beyond familiar people and are beginning to listen to other peoples voices.</i></p>	<p><b>A sense of belonging</b></p> <p><i>Children know when and how to ask for help, they are learning when to say no and anticipate when to do so. Children have a strong identity and sense of self, they are confident when interacting with familiar and trusted others, they value individuality their contributions of self and of others.</i></p>
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<p><b>Build friendships –</b> engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations and to ask for help.</p>	<p>Enjoys the company of others and seeks interaction with familiar people.</p> <p>Recognises and is most responsive to main carer’s voice.</p> <p>Begins to build relationships with special people.</p> <p>May stay close to familiar people.</p> <p><i>*Involve children in welcoming and caring for one another.</i></p>	<p>Plays alongside others.</p> <p>Interested in others’ play and starting to join in.</p> <p>Uses a familiar adult as a secure base from which to explore independently and explore new environments.</p> <p>May begin to form a friendship with another child.</p> <p>Seek out familiar people for reassurance and comfort.</p> <p><i>*Support children in understanding the feelings of others, by labelling emotions such as sadness and happiness.</i></p>	<p>Can play in a group, extending and elaborating play ideas.</p>	<p>Forms positive and respectful relationships with adults and peers/children.</p>
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<p><b>Work together –</b> understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on the ideas of others and work together in collaboration.</p>	<p>Responds when talked to – facial expression, laughs, smiles.</p> <p>Responds to what carer is paying attention to.</p>	<p>Plays co-operatively with a familiar adult, e.g. rolling a ball back and forth.</p> <p>Explores new situations when supported by familiar people.</p>	<p>Initiates play, offering cues to peers to join in with them.</p>	<p>Plays co-operatively, taking turns, takes account of others ideas about how to organise activities.</p>
<p><b>Use language –</b> to negotiate, co-operate, plan and organise play and to resolve conflict.</p>	<p>Responds when talked to, using physical action and/or facial expression.</p> <p>May become shy/less interactive with unfamiliar people.</p>	<p>Interacts with others, peers and familiar adults, drawing others into social interaction.</p>	<p>Seeks out peers and adults to share their experiences, talking about their play ideas.</p> <p>Keeps play going by responding to what others are saying or doing.</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p>
<p><b>Social skills –</b> observe others, initiate and understand the rules of social interaction,</p>	<p>Enjoys company of others and beings to seek contact with others.</p>	<p>Seeks out others to share experiences.</p>	<p>Show affection and concern for people who are important to them</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>



<p>negotiate, resolve conflict, able to compromise and take responsibility for themselves and others.</p>	<p>Responds differently to peers and adults.</p> <p>Wary of unfamiliar people.</p>	<p>Interacts with others and explores new situations and experiences when supported by familiar people.</p>	<p>Demonstrates friendly behaviour, initiating conversations with others, forming good relationships with peers and familiar adults.</p>	<p>Shows sensitivity to others' needs and feelings.</p>
<p><b>Communication</b> – use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events and make suggestions.</p>	<p>Gazes at faces/widens eyes when looking at and watching facial movements of others and may try to copy.</p> <p>Seeks to gain attention in a variety of ways, drawing others into social interaction.</p>	<p>Shows affection and concern for people who are special to them.</p>	<p>Demonstrates friendly behaviours with others.</p>	<p>Initiates conversations, attends to and takes account of what others say.</p>

# Implementation of our Personal, Social and Emotional Development Curriculum.

## Attachment

- Attachment can be defined as the emotional bonds that young children build with special people. At Fairfield nursery school, we support children in forming secure attachments through the key worker system, as we understand that many children use their attachment figure as a safe place, somewhere where they can return and use as a secure base from to explore. The term 'secure base' was used by Mary Ainsworth (1954). Ainsworth (1954) suggests that when children have a secure base provided by their attachment figure, it enables children to relax and explore through having a sense of feeling at ease, knowing that their attachment figure is close by and there if needed. Bowlby (1988) discusses attachment behaviour similarly, and discusses how children may seek out their attachment figure, using them as a safe place. Bowlby (1988) believed that through these secure attachments, children's confidence is supported and that it can lead to a higher well-being (Laevers. 2005), supporting children's emotional health. At Fairfield nursery school, we understand this and thus place an importance on supporting children in building and forming secure attachments.

## Keyworker

- At our nursery school, we provide every child and family with a key keyworker, giving children and families a secure base, where safe and trusting relationships are formed. According to the Department for Education (DFE. 2014) a key person is defined as a familiar figure, who is accessible and is there as a secure base for children and their families and was developed around Bowlby's (1988) theory of the need for attachment with a familiar person. We understand that attachment is at the heart of the key person approach, which was promoted by Elfer et al (2003). Elfer (2003) places emphasis on the importance of close and specific relationships between children and practitioners within early years' settings (Elfer et al. 2003). "The secure base provided by their key people supports the child through the various daily transitions with which they have to deal when they are away from home", (O'Connor. 2018. 111) holding this at the core of our practice, to support our children and their Personal, Social and Emotional development.

## Transition period

- We understand that strong, respectful relationships between parents and practitioners lay the foundation for a positive transition. We believe that our role as the practitioner, a genuine dialogue with parents provides information, affording opportunities to extend ideas and educational experiences within the setting. As importantly, we feel that parents draw comfort from relationships with those caring for their child, while easy,

visible conversations between significant adults are deeply reassuring to children. Separation anxiety affects both parents and children, and warm exchanges between practitioners and family members are hugely significant in easing this process. We understand that children need support to adjust and move from place to place, person to person and if we hold children in the highest regard and place highest priority on their needs, where a transition period that caters for their needs is essential. We value that every child is unique and therefore our transition period for each and every child must differ, to support each child and their family with settling into nursery and building safe and secure relationships with staff. At Fairfield Nursery School, we understand that happy, well settled children learn better, supporting a higher wellbeing which leads to higher level learning.

### **Transition period**

- The role of the Key Person also continues to have great importance since they can provide emotional security for children and parents. In establishing a close working relationship with parents the Key Person can support children through the transition from home to school or setting. At Fairfield Nursery School, we do a Home visit with the child and their family prior to them beginning nursery, where we complete a pen portrait, where we gather as much information as possible, to get to know them which we feel really aides the transition and settling in process. We support children and families through the transition process by building up visits and increasing time spent within nursery and with their key worker and other staff, supporting children in getting to know and becoming familiar with the environment, daily routine and through building up relationships with staff.

### **Working with parents and PICL**

- “The greater the continuity between home and setting, and the richer the learning environment in both, the more children will benefit.” (Connor.Wheeler.2009.02).

### **Children are respected and valued and their voices are listened to**

- We believe listening is not just being quiet and allowing children to speak, but to really take on board and to respond to what they say. We understand that listening is not just about listening to the words, but watching the body language and facial expressions of our children, responding to their emotional state appropriately, showing empathy and compassion. “The most important thing about being a good communicator is to communicate from the heart” (Hughes and Read.2014.16). We believe that you must show unconditional positive regard towards others. According to Rodgers (1959), people have a need to feel accepted and understood. Its about accepting and supporting others exactly as they are without judgment or evaluation. At Fairfield Nursery School, we feel that no one should be discriminated against, everyone should be treated with equality and fairness. Positive professional relationships should be built upon trust, through being open and honest, being respectful,

being non-judgmental and by showing genuine care and concern for others, showing no discrimination or unfairness towards others who may be of a different culture, race, gender, sexuality, class, disability or age. I believe it is the greatest importance to safeguard people's protected characteristics, following legislation from the Equality Act 2010 (Department of Health.2010). No one should be made to feel inferior or isolated. "Identity is about belonging, about what you have in common with some people and what differentiates you from others." (Knowles and Lander.2011.19)

### **Understanding of children's trauma – ACES**

- A child's earliest experiences whether positive or negative will affect the deepest part of a child's brain and will affect their behaviours, cognitive, biological, social and also emotional development.

## **A people place – William J. Crocker**

*If this is not the place where tears are understood, where do I cry?*

*If this is not a place where my spirits can take wing, where do I go to fly?*

*If this is not a place where my questions can be asked, where do I go to seek?*

*If this is not a place where my feelings can be heard, where do I go to speak?*

*If this is not a place where you'll accept me as I am, where can I go to be?*

*If this is not a place where I can try to learn and grow, where can I just be me?*

# The Principles and Intent for keeping healthy

- Children explore and understand effects of exercise on their bodies.
- Children begin to understand the importance of physical activity and make healthy choices in relation to food
- Children manage their personal needs and are increasingly more independent at caring for themselves.
- Children know the importance of physical exercise for their good health.
- Children can articulate what a healthy diet consists of.
- Children are able to talk about ways to keep healthy and safe.
- Children can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

<b>Self care</b>				
<b>Intent:</b>	<b>I am finding out new things and developing my sense.</b>	<b>I am exploring new skills.</b>	<b>I am experimenting and practicing skills.</b>	<b>I am independent and able to carry out care needs with minimal adult support.</b>
	Developing own likes and dislikes in food and drink. Ability to hold a cup with both hands and drinks mostly without spilling. Beginning to show awareness of bladder and bowel urges.	Beginning to eat with spoon and can drink with more control and not spilling. Beginning to help with dressing but still needs adult support. Realising the need for toileting but still having incidents of soiling.	Becoming more independent-toileting, washing and drying hands. More independent in dressing – can manage putting on trousers, arms in coat and zipping up coats once fastened at the bottom.	Can usually see to their own toileting needs without adult support. Dry during the day. Can manage washing and drying hands.  Will dress with only occasional help.
<b>Implementation:</b>	<ul style="list-style-type: none"> <li>Children are encouraged to try things for themselves.</li> </ul> Snack: <ul style="list-style-type: none"> <li>There is a wide selection of different fruits and vegetables available for children to try at snack time.</li> <li>Children are given the opportunity to prepare snack. Working on a one to one at first with a member of staff learning how to use a knife safely to cut and prepare snack for others. This links into the maths Curriculum discussing quantity and division ensuring there is enough snack for their group.</li> <li>Children have access to water; this is in a jug that they independently pour into cups. Children also have access to milk which is in cartons drank through a straw. Children are helped to pour the jug; children are encouraged to fill the cup half full and hold</li> </ul>			

a cup with two hands. Children who are unable to drink out of a cup have handled beakers and 'Sippy' cups depending on their development stage and ability.

Dressing:

- Children are encouraged to 'have a go' at tasks first before an adult assists them. Children access the woods once a week and are encouraged to put on their layers and wet suit. Staff are patient with children are assist them to do this independently rather than doing it for them.
- Children take part in Tatty Bumpkins once a week – children are encouraged and supported to take off their shoes and sock at the beginning of the session and put them back on at the end.
- Children who can dress independently are encouraged to help other children who need help.
- As part of the daily routine children are encouraged to put their belongings on their hooks. This includes unzipping / un buttoning their coats, hanging them up using the tab. Putting their hats and belongings inside their bags and hanging these up as well. Children are taught to take responsibility for their own belongings and supported to complete this routine independently. Staff will encourage and talk children through this learning and to show them what to do.

Toileting:

Staff work closely with parents when the decision has been made to start toilet training. All children are encouraged to sit on the toilet during the nappy changing routine. Staff remind/ encourage children to go to the toilet regularly within the session. There is also a toilet outdoors that children can access from the garden and forest school. Staff continue the routine that is been done at home to ensure a consistent approach to toileting from home to nursery.

<b>Safety</b>				
<b>Intent:</b>	<b>I am finding out and exploring</b>	<b>I am exploring and experimenting</b>	<b>I am persisting and practicing</b>	<b>I am consolidating and setting challenges.</b>
	<p>Is curious about tool and equipment and what they are used for.</p> <p>Needs adult support to learn how to use these safely.</p> <p>Exploring and taking risks within a secure environment.</p> <p>Listen to adults as they share/ talk about the risks / dangers that are around them.</p>	<p>Beginning to see dangers and will ask for adult support.</p> <p>Beginning to use a range of different tools: scissors, knife....</p> <p>Taking risks while supported by a key adult.</p> <p>Beginning to be aware of risks around them.</p>	<p>Understand that equipment and tools must be used safely and understand what can happen if they are not.</p> <p>Have an understanding of different tools and there uses.</p> <p>Being able to take risks while checking in with a secure adult when needed.</p> <p>Able to identify risks/ dangers around them.</p>	<p>Knows the use of tools and can choose appropriate tools for the task.</p> <p>Knows how to use tools safely.</p> <p>Can have responsibility of transporting and storing equipment safely, sometimes without adult intervention.</p> <p>Independently calculating risks and knowing their limit before asking for help.</p> <p>Can spot risks within the environment and share these with others.</p>



**Implementation:**

**Tools:** Children are taught and show how to use knives, scissors, woodwork tools...

**Dangers within the environment:** Staff talk to children about the risks around them and encourage them that its ok to take risk. Through discussions with children staff share the dangers of different situations when they become relevant. For example, discussing road safety when children arrive at school, ensuring they are holding their parents' hands, stopping at roads and looking, not running off.

**Risks:** Children are supported to take risk, these are measured and supported by an adult. Adults have in-depth conversations with children rather than giving them instructions of how to address the situation. Risk is introduced gradually to children and risks start small. Stay close to the child as they beginning to take on their desired challenge. They are there to offer support and encouragement as well as physically helping the child to reach their desired outcome. As children become more confident in this then the adult support can be slowly withdrawn and allow the child to take steps independently. Children are encouraged to support each other through this process as well offering encouragement and advice as children feel safe to take risks within their play.

<b>Keeping healthy</b>				
<b>Intent:</b>	<b>I am exploring using my taste buds and moving my body in different ways.</b>	<b>I am being to observe the effects on my body when exercising and link this to discussions around food.</b>	<b>I am able to discuss the changes that happen when I exercise and have knowledge of the different food groups.</b>	<b>I understand the importance of healthy eating and exercise and keeping my whole body healthy.</b>
	Early stages of understanding the effect of exercise on their body: stopping to catch breath when they have been running. Becoming more adventurous with food increasing the variety in their diet.	Observes the effect of activity on their body. Can identify some needs and effectively express these such as; hungry, tired, when they want to play or rest. Beginning to join in discussions relating to food groups.	Talk about the effects of activity on their body. Understand the importance of sleep. Understand different food groups and the need for eating a variety.	Beginning to understand the importance of exercise, sleep, balanced diet and how they contribute to a healthy body.
<b>Implementation:</b>	Outdoor environment (exercise) - Children have access to a large outdoor space and woodland area. Children are encouraged to move around the space safely in different ways. Staff regularly talk about the importance of exercise – to keep our body healthy and the effects we may see when exercising: heart beating faster, shortness of breath ... Staff use this language around children in all relevant experiences to talk to children about exercise and implement it into daily conversations. Tatty Bumpkins – looking after children mindfulness and wellbeing, children are given time to reflect and time to lie and relax. Staff create a safe space where children can express themselves. Children take part in yoga focussing on balance, stretching and storytelling.			

	<p>Staff can use the routine for Tatty Bumpkins to implement other key learning; for example, making a healthy choice for breakfast.</p> <p>Snack – Children have access to a variety of healthy snacks. There is a wide range of fruit and vegetables to try. Children have access to milk and water. Discussions are had at snack time regarding healthy food choices and the benefits of drinking milk. Staff talk to children about how milk strengthens teeth and bones and how it is important children drink it.</p> <p>Daily routine – discussions off what children had for breakfast, what is a healthy breakfast?</p> <p>Talking to children during cooking activities – when baking and adding sugar – discuss how sugar is bad for our teeth and we can eat it but in moderation.</p>
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