

Nursery Personal Social & Emotional Development Long Term Plan

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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.						
Self-Regulation	Establish their sense of self. Express a range of emotions. Be increasingly able to talk about and manage their emotions Safely explore emotions beyond their normal range through play and stories. Grow in independence, rejecting help Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...	Establish their sense of self. Express a range of emotions. Be increasingly able to talk about and manage their emotions Safely explore emotions beyond their normal range through play and stories. Grow in independence, rejecting help Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...	Select and use activities and resources, with help when needed. Work towards achieving a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	Select and use activities and resources, with help when needed. Work towards achieving a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	Select and use activities and resources, more independently asking for help when needed. Achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' 'worried' 'calm' 'frightened' 'loved' Understand how others might be feeling.	Select and use activities and resources independently. Achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' 'worried' 'calm' 'frightened' 'loved' Understand how others might be feeling.
Managing Self	Express preferences and decisions. Try new things and start establishing their autonomy. Begin to develop selfassurance. Begin to show 'effortful control'. For example, waiting for a	Express preferences and decisions. Try new things and start establishing their autonomy. Begin to develop selfassurance. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong	Develop their sense of responsibility and membership of the class. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Begin to remember rules without needing	Develop their sense of responsibility and membership of the class. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important.	Develop their sense of responsibility and membership of the school. Show more confidence in new social situations and new routines. Follow rules, understanding why they are important.	Develop their sense of responsibility and membership of the school. Show more confidence in new social situations and new routines. Follow rules, understanding why they are important.

	turn and resisting the strong impulse to grab what they want or push their way to the front. Notice and ask questions about differences in people. Manage transitions, for example from their parent/carer to their key persons.	impulse to grab what they want or push their way to the front. Notice and ask questions about differences in people. Manage transitions, for example from their parent/carer to their key persons.	an adult to remind them. Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.	Begin to remember rules without needing an adult to remind them Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.	Remember rules without needing an adult to remind them Be independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. Begin to be aware of how to make healthy choices about food, drink, activity and tooth brushing	Remember rules without needing an adult to remind them Be independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. Begin to be aware of how to make healthy choices about food, drink, activity and tooth brushing
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Building Relationships	Develop friendships with other children. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Find ways to calm themselves, through being calmed and comforted by their key person. Play with increasing confidence on their own and with other children. Begin to respond to the feelings of others. Begin to take on a role and 'become' another person or thing using early	Develop friendships with other children. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Find ways to calm themselves, through being calmed and comforted by their key person. Play with increasing confidence on their own and with other children. Begin to respond to the feelings of others. Begin to take on a role and 'become' another person or thing using early 'projection' skills,	Become more outgoing with unfamiliar people, in the wider context of the setting. Play with one or more other children, extending and elaborating play ideas. Begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Begin to develop appropriate ways of being assertive. Begin to talk with others to solve conflicts. Respond to the feelings of others. Take on a role and 'become' another person or thing using early 'projection' skills,	Become more outgoing with unfamiliar people, in the wider context of the setting. Play with one or more other children, extending and elaborating play ideas. Begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Begin to develop appropriate ways of being assertive. Begin to talk with others to solve conflicts. Respond to the feelings of others. Take on a role and 'become' another person or thing using early 'projection' skills, putting	Become more outgoing with unfamiliar people, in the wider context of the whole school setting. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts	Become more outgoing with unfamiliar people, in the wider context of the whole school setting. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts
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	'projection' skills, putting myself in another's shoes. Begin to accept the needs of others with support. Begin to seek out others for help Begin to form friendships with other children.	putting myself in another's shoes. Begin to accept the needs of others with support. Begin to seek out others for help Begin to form friendships with other children.	putting myself in another's shoes. Accept the needs of others with support. Seek out others for help Form friendships with other children.	myself in another's shoes. Accept the needs of others with support. Seek out others for help Form friendships with other children.	Accept the needs of others with less support and identify when another child is being 'unkind.' Talk about home, other people in my world and characters in familiar stories. Talk about things from another's point of view in a simple way e.g. "What might they see?" or "What might they do?" Talk about feelings and link these with events or people. Know how to ask when needed. Express needs and feelings using words as well as nonverbally.	Accept the needs of others with less support and identify when another child is being 'unkind.' Talk about home, other people in my world and characters in familiar stories. Talk about things from another's point of view in a simple way e.g. "What might they see?" or "What might they do?" Talk about feelings and link these with events or people. Know how to ask when needed. Express needs and feelings using words as well as nonverbally.
Growth Mindset	Begin to try unfamiliar tasks and new activities. Begin to bounce back from failure. Begin to explore how they might get better at things.	Begin to try unfamiliar tasks and new activities. Begin to bounce back from failure. Begin to explore how they might get better at things.	Know what it means to grow. Know what it means to think. Know that a fixed mindset says 'I cannot do this'. Know that a growth mind-set says 'I will get better with practise.' Begin to understand that their abilities will get better over time.	Know what it means to grow. Know what it means to think. Know that a fixed mindset says 'I cannot do this'. Know that a growth mind-set says 'I will get better with practise.' Begin to understand that their abilities will get better over time.	Begin to understand that mistakes help with learning. Use the phrase 'I cannot do that yet'. Use the phrase 'I will get better'. Begin to persist with effort when faced with difficult tasks for example when trying to get a tower to balance. Begin to change strategy when faced with a challenge.	Begin to understand that mistakes help with learning. Use the phrase 'I cannot do that yet'. Use the phrase 'I will get better'. Begin to persist with effort when faced with difficult tasks for example when trying to get a tower to balance. Begin to change strategy when faced with a challenge.

Assessment Opportunities	Does the child start to enjoy the company of other children and want to play with them? Can the child manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?	Can the child settle into some activities for a while? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?				
Observations Opportunities	Be aware of children who seem worried, sad or angry for much of the time. Be aware of children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different		Be aware of children who appear to have poor dental health, where this has not been picked up and acted on at an earlier health check. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.	Be aware of children who appear to have poor dental health, where this has not been picked up and acted on at an earlier health check. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.		

