

## EYFS Long & Medium Term Planning

### PRIME AREA – PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT

#### Early Learning Goals

**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.

**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.

**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.

#### Self-Confidence and Self-Awareness

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>-Welcomes and values praise for what they have done.</li> <li>-Enjoys responsibility of carrying out small tasks.</li> <li>-Shows confidence in asking adults for help</li> </ul>	<ul style="list-style-type: none"> <li>-Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>-Is more outgoing towards unfamiliar people and more confident in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>-Confident to speak to others about own needs, wants, interests and opinions.</li> <li>-Can describe self in positive terms and talk about abilities</li> </ul>	<ul style="list-style-type: none"> <li>-Confident to try new activities.</li> <li>-Chooses the resources they need for their chosen activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Confident to speak in a familiar group and talk about their ideas.</li> <li>-Say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>-Say why they like some activities more than others.</li> <li>-Confident to speak in a familiar group and talk about their ideas</li> </ul>

### Managing Feelings and Behaviour

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>-Can usually adapt behaviour to different events, social situations and change in routine</p>	<p>-Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>-Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>-Understands that own actions affect other people ,e.g. becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>-Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>-Talk about how they and others show feelings</p> <p>-Aware of own and others' behaviour, and its consequences</p>	<p>-Know that some behaviour is unacceptable.</p> <p>-Work as part of a group or class, and understand and follow the rules</p>	<p>-Adjusts their behaviour to different situations.</p> <p>-Take changes of routine in their stride</p>

### Making Relationships

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>-Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>-Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>-Initiates play, offering cues to peers to join them.</p> <p>-Explains own knowledge and understanding and asks appropriate questions of others.</p>	<p>-Initiates conversations, attends to and takes account of what others say.</p> <p>-Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>-Plays co-operatively, taking Turns with others.</p> <p>-They show sensitivity to others' needs and feelings</p>	<p>-They take account of one another's ideas about how to organise their activity.</p> <p>-Forms positive relationships with adults and other children.</p>	<p>-They show sensitivity to others' needs and feelings.</p> <p>-Forms positive relationships with adults and other children.</p>