



## EARLY DEVELOPMENT PATHWAY LONG TERM PLAN

### Personal, Social and Emotional Development

PRIME AREAS	THE NEW EARLY YEARS FRAMEWORK 2021				CHARACTERISTICS OF EFFECTIVE LEARNING		
	Personal, Social and Emotional Development				Creating and thinking critically	Active Learning	Playing and exploring
	Making Relationships	Sense of Self		Understanding Emotions			
	Communication and Language						
	Listening and Attention	Understanding		Speaking			
	Physical Development						
	Moving and handling		Health and Self-care				
SPECIFIC AREAS	LITERACY Reading Writing	MATHEMATICS	UNDERSTANDING THE WORLD People and Communities The World Technology	EXPRESSIVE ARTS AND DESIGN Creating with materials Being imaginative and expressive			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	ALL ABOUT ME	CELEBRATIONS	ONCE UPON A TIME	BEASTS LARGE AND SMALL	IN THE GARDEN	OUT AND ABOUT
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.					
MAKING RELATIONSHIPS	Relationships will be built through key workers supporting pupils by playing alongside them and supporting pupils to demonstrate their interests. Photographs of key workers and families with children will be available for pupils to access. Adult led activities will be 1:1 and	Relationships will be built through key workers supporting pupils by playing alongside them and supporting pupils to demonstrate their interests. Photographs of key workers and families with children will be available for pupils to access. Adult led activities will be 1:1 and	Children will be encouraged to share special objects and songs with key adults. Adults will begin to join in with children's play encouraging the sharing of resources. Children will work with adults 2:1.	Children will be encouraged to share special objects and songs with key adults. Adults will begin to join in with children's play encouraging the sharing of resources. Children will work with adults 2:1.	Children will be given opportunities to play with other children sharing resources. Children will take part in adult led activities in small groups.	Children will be given opportunities to play with other children sharing resources. Children will take part in adult led activities in small groups.

SENSE OF SELF	supported with quality story time.  Children will develop a sense of sense through Intensive interaction, exploratory play, action games and rhymes.	supported with quality story time.  Children will develop a sense of sense through Intensive interaction, exploratory play, action games and rhymes.	Children will develop a sense of sense through Intensive interaction, exploratory play, action games and rhymes. Children will be encouraged to develop their choice making for activities of preference.	Children will be encouraged to develop their choice making for activities of preference. They will share a range of stories about people in community. Positive language will be modelled to reinforce decisions and behaviours.	Children will be encouraged to develop their choice making for activities of preference. They will share a range of stories about people in community. Positive language will be modelled to reinforce decisions and behaviours.	Children will be encouraged to develop their choice making for activities of preference. They will share a range of stories about people in community. Positive language will be modelled to reinforce decisions and behaviours.
UNDERSTANDING EMOTIONS	Adults will support pupils to regulate their emotions using positive language, modelling, soothing, interaction, facial expressions.	Adults will support pupils to regulate their emotions using positive language, modelling, soothing, interaction, facial expressions.	Adults will support pupils to regulate their emotions using positive language, modelling, soothing, interaction, facial expressions.	Children will share stories about behaviours and emotions. Staff will model how to respond to different situations throughout the day.	Children will share stories about behaviours and emotions. Staff will model how to respond to different situations throughout the day.	Children will share stories about behaviours and emotions. Staff will model how to respond to different situations throughout the day.

