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|  **BUNBURY ALDERSEY CE PRIMARY AND NURSERY SCHOOL** **EYFS – Personal, Social and Emotional Development** |
|  | **Two’s****Autumn** | **Two’s****Spring** | **Two’s****Summer** |  |
| **Self-Regulation** | Find ways to calm themselves, through being calmed and comforted by their key person.Find ways of managing transitions, for example from their parents to their key person.Thrive as they develop self-assurance. |  |
| * Children to be support as they find their own different ways to manage feelings of sadness when their parents leave them.
* Opportunity for children to hold onto a special object from home to feel strong and confident in the setting.
* Children to build relationship to be comforted by their key person. Young children to be supported to feel secure as they manage difficult emotions.
 | * Consistent and predictable routines, with flexibility provided to help support the children.
* Allow children to feel emotionally safe with a key person and, gradually, with other members of staff
* Support children to find their own ways of managing angry feelings. Encourage going to a calm space, listening to a story and having a cuddle.
 | * Provide opportunities for children to seek some independent activities, both inside and outside.
* Provide activities that children enjoy and are interested in.
* Give children new challenges and encourage them to solve problems by themselves. Smile and explain how proud you are of them for doing ……………………………
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| **Managing Self**  | Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.**Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?** |  |
| * Arrange resources inside and outdoors to encourage children’s independence and growing self-confidence. Suggestion: Treasure Basket play allows babies who can sit up to choose what to play with.
* Store resources so that children can access them freely, without needing help
 | * Give children choices such as apple or pear at snack time. Talk about choices and people making different choices.
 | * Children can play independently and solve simple problems on their own, such as the toy kitchen cupboard door not shutting or a book not closing because something is inside it.
* Explore new activities and places with confidence and enthusiasm
* Wash their hands when it is time to eat or put on their coat if going outside.
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| **Building Relationships** | Engage with others through gestures, gaze and talk.Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. |  |
| * Acknowledge babies’ and toddlers’ brief need for reassurance as they move away from their key person.
* Encourage babies and toddlers to explore, indoors and outside. Help them to become more independent by smiling and looking encouraging, for example when a baby keeps crawling towards a rattle.
 | * Help toddlers and young children to make informed choices from a limited range of options. Suggestion: enable children to choose which song to sing from a set of four song cards, by pointing.
* Enable children to choose whether they want milk or water at snack time.
 | * Engage with others during group sessions and free choice times, smiling and talking.
* Encourage children to give items to others if they come to play in the same area, showing awareness that there are other children and to ask them to join in.
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