

Personal, Social and Emotional Development

- Role play area, writing area, and table outside – children can sit and talk to build friendships or calm down
- Children supported/given time to manage emotions
- Collaborative games in the classroom and in PE- build friendships
- Construction toys such as pipes that need collaboration
- Turn taking activities – on carpet, games etc., use of timer encouraged
- Staggered drop off routine in September – parents in classroom for first two weeks, then to front door till half term, then from gate
- Give choice of activities – children can ask to get things out and aren't limited to equipment/ activities put out by staff – build confidence
- Show and Tell, Nursery Rhyme telling, Days of the week etc. to build confidence
- Wellbeing survey to gauge feelings – follow up if needed
- Regular talks about how we or characters in books are feeling. About how our behaviour can affect others – build confidence and sense of self
- Role play area and dressing up
- Discussion of rules – why we do/don't behave in certain ways
- Visual timetable for re-assurance
- Puppets, watering plants, Handing out snack
- Toilet step, small toilets, easy loo paper
- Encourage to try school meals – just chips on Friday to start
- Encourage use of cutlery
- Talk about health snacks
- Topic on Food and Healthy Eating (Summer term)
- Cushion rest area
- Discuss in PE how to keep healthy through exercise. How body changes after exercise
- On entry check ability to dress and undress for PE. Encourage parents to prepare children for this
- Ready for school document
- Teach how to do up coat if needed
- Show how to turn inside out clothes around
- Encourage children to become independent