



PN

PSED

Block 1

Block 2

Block 3

V

Vocabulary

Body parts (eg- nose, mouth, hair)  
Hello and goodbye  
Please, thank you

Body parts ( blue eyes, brown hair)  
Feelings: ( happy, sad )  
My turn, Your turn  
Please, thank you  
Wait  
Yes / No

Feelings: ( I am happy, I am sad, I am angry )  
Yes, Please, No, thank you

O

Objectives

To be able to play alone and begin to take part in spectator play  
To explore environment with support of key person  
To be able to express feelings (this may be through unwanted behaviour)  
To let another child play in the same space  
Point to nose, mouth etc  
To be able to self comfort with a comforter, blanket, toy etc  
Engage with others through gestures  
To be able to express own wants and needs - e.g. play, food etc.

To begin to take part in parallel play and seek out others.  
To be able to name the children in my class/ group  
To begin to try new things independently  
To understand the meaning of yes and no.  
To be able to name common feelings- happy, sad  
To begin to sit in a small group for a shared experience e.g song time  
To begin to select resources for play  
To begin to engage with talk  
To engage in play that requires turn taking - rolling a ball back and forth  
To make comment about self - eg, brown hair, blue eyes

**To begin to take part n associative play**  
**To begin to develop a friendship with another child**  
To freely explore environment and carry out some simple routines eg snack time.  
To begin to set own boundaries with peers- 'no thank you'.  
To begin to name their feeling ' I am angry'  
To begin to put resources away  
To engage with others through talk  
To begin share some resources  
To begin to notice difference with others - skin colour, eye colour

C

Concepts

Adult as secure base  
Develop a sense of self  
Self autonomy

Parallel play  
The role of peers  
Identifying Feelings  
Rules of a group  
Self autonomy  
Turn Taking

Associate play  
Role of a friend  
Identifying feelings and regulation  
Caring for environment  
Sharing

U

Understanding and Knowledge

An understanding of an adult as a secure base. An awareness of non-verbal cues as a form of communication. A developing knowledge of own body parts and that peers can be used to enjoy a shared experience.

Developing a secure knowledge that through communication needs and wishes can be met. Beginning to understand different feelings and how they make use feel, Developing as sense of friendships through peers and developing play skills through observations and turn taking.

A developing of secure knowledge of self and what makes them unique. Emerging knowledge of social play and that be working with another peer a shared goal can be achieved.

S

Skills

I know my key person is here to help and support me.  
I know who can help me get my needs met.  
I can use my gestures to communicate e.g wave

I can name common feelings.  
I can begin to wait for my turn.  
I can sometimes listen to other  
I can name body parts

I can show some control over boundaries and self regulation.  
I can begin to make friendships (begin to join in play).  
I can begin to show care for my own environment (tidy blocks away).



N

PSED

Block 1

Block 2

Block 3

V

Vocabulary

Examples  
am happy because we are going to Forest School.  
I am sad because I want a paintbrush.

Examples  
Sorry for pushing you over , Kate.  
Marley is sad because he misses his mum.

Examples  
I know let's get another hoop so Emily has one too.  
Why don't we share the ball and all have a turn?

O

Objectives

Select and use activities and resources, with help when needed.  
Talk about their feelings using words like happy, sad, angry or worried and begin to explain why  
**To settle/engage in some activities for a longer period of time.**  
**To develop early learnt skills of turn taking**

Develop their sense of responsibility and membership of a community.  
Become more outgoing with unfamiliar people, in the safe context of their setting.  
Show more confidence in new social situations.  
Play with one or more other children, extending and elaborating play ideas.  
Understand gradually how others might be feeling.  
**To turn-take/share appropriately most of the time.**

Begin to find solutions to conflicts and rivalries.  
Increasingly follow rules, understanding why they are important.  
Remember rules without needing an adult to remind them.  
Develop appropriate ways of being assertive.  
Talk with others to solve conflicts.  
To self-regulate emotions.  
**To play alongside others.**  
To recognise what makes us unique, and celebrate differences.  
**To join in with role-play.**

C

Concepts

Independence  
Feelings and emotions  
Turn-taking/sharing.

Independence  
Responsibility  
Confidence  
Developing play  
Awareness  
Empathy  
Feelings and emotions  
Turn-taking/sharing

Independence  
Conflict and resolution  
Following rules  
Assertiveness  
Feelings and emotions  
Diversity

U

Understanding and Knowledge

An awareness of where resources are found in the classroom.  
Verbal and non-verbal communication and Language strategies to ask for help if needed.  
The names of different feelings and emotions, and some understanding of when and why they may feel a particular way.  
The importance of sharing and taking it in turns with peers - link with how this makes them feel.

The importance of carrying out roles/having a responsibility in the classroom.  
We can trust and feel safe around people who are not familiar to us if we feel safe, and have familiar people around us to feel comfortable.  
Develop relationships with peers to extend and elaborate play ideas.  
Show awareness of why and how others may be feeling.  
It is kind to take turns and share resources.

Appropriate level of communication and language to resolve conflicts and rivalries in a suitable way.  
The classroom rules and why we follow them.  
Recognise how I am feeling, and things that I can do to make myself feel better, or a certain way.  
Everybody is different and has different qualities, but we are all equal.

S

Skills

I can describe how I am feeling.  
I can use communication and language strategies to request help if needed.  
I can turn-take and with some support beginning to share resources with peers.

I can take responsibility to carry out appropriate tasks.  
I can develop confidence around unfamiliar people and in social situations.  
I can extend my play with more than one child.  
I can shown an awareness of how those around me may be feeling, and what I can do to support/help.  
I can wait for my turn and share resources

I am beginning to with the help of my teacher solve conflicts appropriately.  
I can follow the classroom rules.  
I can begin to self-regulate.  
I can talk to you about some ways I am the same and different to my friends.  
I can join in with role play.

**R**

**PSED**



**Rainbow Education Multi Academy Trust**  
*a pathway...a promise*

**Autumn**

**Spring**

**Summer**

**V**

**Vocabulary**

Examples  
I am really good at skipping because I can skip 10 times.  
I would really like to learn how to swim.  
We don't run inside.

Examples  
We are witches and we are making hats, Caitlin said all witches need hats.  
I have written this sentence all by myself

Examples  
Oh no, the tower keeps falling down, we need to try again with smaller blocks.  
Wow! Ayesha your painting is beautiful.  
I like tangerines because they are juicy and really healthy.

**O**

**Objectives**

To develop cooperative play  
To be able to communicate what they are good at and what they would like to get better at.  
Show care and respect for their classroom.  
Begin to manage their own needs- e.g washing hands, blowing nose.  
To be able to follow simple instructions.  
To begin to develop an awareness of right and wrong.

To further develop cooperative play by listening to others ideas, wants and feelings.  
To celebrate their achievements and show pride in their work.  
To begin to self regulate their feelings- I am having a rest because I am feeling tired.  
To begin to talk about what makes them unique, their interests.  
To develop skills of perseverance and begin to stick at a challenging task.  
Begin to develop an awareness of healthy foods.  
To begin to articulate good and poor choices.

To develop skills of resilience and begin to realise that mistakes can be learnt from.  
To celebrate peers success.  
To identify how their peers might be feeling and offer support.  
Show care and respect for their wider environment.  
To understand the importance of healthy eating.  
To be able to follow complex instructions.  
To have secure understanding of the rules and boundaries of the classroom and behave according.  
To give focused attention and respond appropriately and show an ability to follow instructions.

**C**

**Concepts**

Independence  
Cooperative play  
A secure sense of self  
Right and wrong  
Care routine  
Responsibility  
Rules and boundaries

Independence  
Responsibility  
Confidence  
Awareness  
Empathy  
Self regulation  
Rules and boundaries

Independence  
Resilience  
Self regulation  
Empathy  
Responsibility  
Respect  
Healthy lifestyle  
Rules and boundaries

**U**

**Understanding and Knowledge**

An awareness of what makes them unique and their strengths and weakness.  
To begin to understand that everyone has ideas and that everyone should be listened to,  
An emerging knowledge of right and wrong.

To begin to develop the knowledge of how they can support their own feelings, An emerging understanding that sometimes tasks can take longer to complete but by setting goals they can be achieved,  
To further develop knowledge of right and wrong choices and explain why.

A growing knowledge of perseverance and resilience,  
A understanding of their immediate and extended environment and how to care for it.  
A developing understanding of the importance of healthy lifestyles.  
Secure knowledge of the rules and boundaries and how they keep us all safe.

**S**

**Skills**

I can tidy up my resources.  
I can independently wash and dress (mainly without support).  
I can follow simple instructions.  
I can identify right and wrong most of the time.

I can listen without being distracted.  
I have the ability to self regulate my emotions.  
I can start to make healthy choices.  
I can identify right from wrong.  
I can start to persevere if a task is challenging at first.

I can make healthy choices.  
I can persevere with tasks.  
I can follow the 3 school rules.  
I can use the Zones of Regulation to help me be able to self-regulate.  
I can manage my own basic hygiene.