

# EYFS – Reception Curriculum Map

## Personal, Social and Emotional Development



### Valued – Inspired – Prepared



*Westhaven School is a unique learning environment with high expectations for learners who experience barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:*

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

*The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.*

### **Our vision**

Our aim is to provide:

- strong warm and positive relationships enabling all learners to thrive socially and emotionally
- high quality adult interactions within a carefully constructed, enabling environment
- an enabling environment to facilitate our learners to become confident communicators
- a bespoke, meaningful and sequential curriculum designed for all learners to carefully meet their special educational learning needs
- expert teaching of an engaging and ambitious curriculum
- high quality continuous provision indoors and outdoors
- a rich reading environment with high quality texts, representing our learners, their interests and the diversity of the world around them
- a sharp focus on ensuring that learners acquire a wide vocabulary
- a synthetic and systematic approach to the teaching of phonics
- continuous assessment of learning and addressing gaps to support and challenge each unique learner so that they can know more, remember more and can do more
- an EYFS curriculum which is aimed to prepare learners for their next stage in education

The characteristics of effective teaching and learning will be threaded throughout our ambitious curriculum

- **playing and exploring** – learners will investigate and experience things, and ‘have a go’;
- **active learning** – learners will concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake;
- **creating and thinking critically** – learners will have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Impact

- Learners fluency and mastery incrementally improves
- Learners know more, remember more and can do more
- Learners achieve to the best of their ability and level of development and are prepared for their next stage in education

## EYFS Personal, Social and Emotional Development Observation checkpoints (Taken from Development Matters)

### Birth to three

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- 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.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- 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.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.
- Learn to use the toilet with help, and then independently.

### **3 and 4 year olds**

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- 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.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- 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.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

### **Children in reception**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. • Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

## **Personal, Social and Emotional Development Observation checkpoint: Birth to three**

- Around 7 months Does the baby respond to their name and respond to the emotions in your voice?
- Around 12 months Does the baby start to be shy around strangers and show preferences for certain people and toys?
- Around 18 months Is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?
- 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?
- Between the ages of 2 and 3 Does the child start to enjoy the company of other children and want to play with them? Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

## **Observation checkpoint: 3 and 4-year-olds**

- Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?
- Around the age of 4 Does the child play alongside others or do they always want to play alone?
- Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)
- Does the child take part in other pretend play with different roles – being the Gruffalo, for example?
- Can the child generally negotiate solutions to conflicts in their play?
- Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.
- Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play
- Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

We use the differentiated early year outcomes for learners who require additional checkpoints.