 **Personal, Social and Emotional Development**

**2-Year-Olds**

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| **Pupils will be taught to:** | **Activities**  **Adults will:** |
| **Express preferences and decisions.**  **Try new things.**  **Begin to establish their autonomy.**  **Engage with others through gestures and talk.**  **Find ways of managing transitions.**  **Look for clues about how to respond to something interesting.**  **Play with increasing confidence on their own and with other children.**  **Demonstrate confidence when taken out around the local neighbourhood and enjoy exploring new places with their key person.**  **Express a range of emotions.**  **Demonstrate increasing independence and sometimes reject help.**  **Begin to show ‘effortful control’, e.g., waiting for a turn and resisting the strong impulse to 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, e.g., “I’m sad because…”**  **Learn to use the toilet with help, and then independently.** | \* Support children to make choices at directed times during the session, for example, providing a choice of two pieces of fruit at snack time or choosing which song to sing from a set of four props.  \* Organise the environment so that children can access resources independently and make their own play choices.  \* Support children with managing their own feelings, for example, by suggesting an activity to distract them or providing comfort in the form of a cuddle, blanket or favourite toy.  \*Foster warm, caring relationships with the children to help them settle, feel secure and develop their confidence.  \* Provide consistent and predictable routines so the children feel secure.  \* Model positive ways to react to new activities and experiences by showing interest and excitement.  \* Organise trips to the local area and support the children to feel confident when they are away from their familiar environment.  \* Develop clear, appropriate and consistent boundaries and routines to help the children understand what is expected of them.  \* Encourage the children to help at key times, such a tidy up time, snack preparation or setting out activities, and reward helpful behaviour.  \* Encourage children to express their feelings through words like ‘sad’, ‘upset’ or ‘angry’ when talking to them, reading stories or playing with emotions toys.  \* Model talking about situations that cause difficult emotions, for example, “It’s hard to wait but it will be your turn soon” and “my turn please”.  \* Help children develop positive attitudes towards diversity and inclusion by talking positively about differences and answering questions straightforwardly.  \* Help all children to feel that they are valued, and they belong by listening to them, showing affection, providing praise, giving rewards and using celebrations such as the ‘proud cloud’.  \* Support children to make friends and join others’ play by modelling and praising friendly behaviour, encouraging children to let others join them and providing opportunities for children to collaborate and work together on activities.  \* Support children with potty training. |

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| **Curriculum Intent:**  By three-years-old, pupils will be able to:   * Feel happy and confident when separated from their family. * Regulate their emotions, with support. * Enjoy the company of other children and join their play. * Use the potty independently. * Select and use resources independently. * Follow boundaries. * Make independent choices. * Show understanding and respect for differences. * Take turns and share resources. | |
| **Skills:**  \* self-regulation  \* self-care  \* listening  \* speaking  \* independence  **Knowledge:**  The children will know:  \* words to describe emotions  \* strategies for self-regulation  \* how to use the potty independently  \* how to make a choice between two things  \* the boundaries and routines of the setting  \* how to join in others’ play. | **Continuous provision:**  Emotion dolls/cards, books about emotions,  Visual timetable  Choice cards  Stickers and rewards  Proud cloud  Toys and resources that support learning about diversity  Comfort blankets and toys  Potty and self-care equipment in the home corner for children to explore using dolls |