



Personal, Social and Emotional Development

Module 1 of 3

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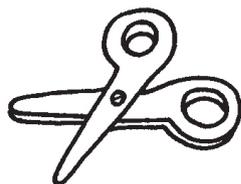
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Contents



Introduction4-5

Unit 1

People who can help me

Activity ideas.....6-9

Activity sheet:

Our good helpers..... 10

Activity sheet:

Draw the danger..... 11

Activity sheet:

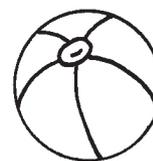
Lock it away!..... 12

Hints for home 13

Progression..... 14

Pupil profile sheets15-16

Resources 17



Unit 2

My day

Activity ideas.....18-21

Activity sheet:

My day..... 22

Activity sheet:

Getting dressed..... 23

Hints for home 24

Progression..... 25

Pupil profile sheets26-27

Resources 28



Unit 3

Play time

Activity ideas.....29-32

Activity sheet:

Good friend stickers..... 33

Hints for home 34

Progression..... 35

Pupil profile sheets36-37

Resources 38



Observation chart 39

Introduction

BUILDING BLOCKS is a modular series of resources offering Early Years Foundation Stage (EYFS) practitioners a source of fresh, fun activities linked to inspirational, child-centred themes, and providing comprehensive coverage of the different aspects of the Early Learning Goals. Written in line with the revised Statutory Framework for the EYFS (March 2012), each module in this series – for children age 2 to 3 years (24-48 months) – covers one of the three Prime Areas of Learning and can be used as a standalone resource or compiled into a convenient resource file.

Personal, Social and Emotional Development is the first of the three modules for this age group. The others are: **Communication and Language** and **Physical Development**. Across all three modules, opportunities to develop aspects of the other four specific areas of learning (*Literacy, Mathematics, Understanding the World* and *Expressive Arts and Design*) will be highlighted where appropriate to the age group, and in line with the non-statutory guidance given in *Development Matters for the Early Years Foundation Stage* (Early Education, 2012).

For practitioners working with children aged 4 to 5 years (48-60 months), there is a sister **Building Blocks** series which also comes in a resource file format, covering all the Areas of Learning in seven modules.

The themed approach

Some of the best examples of good practice and effective learning in an EYFS setting are those which stem from the children's own interests and experiences. That is why each module within **Building Blocks** is structured around fun, child-centred themes, many of which you will already be covering in your setting and which will prepare the children well for working towards the Early Learning Goals and the National Curriculum work they will be doing at Key Stage 1. So, the aspects of *Personal, Social and Emotional Development* are explored through the topics of:

People who can help me
My day
Play time

Activity ideas

The March 2012 EYFS Framework sets out to be flexible and accessible to children of all abilities and within all kinds of settings. This flexibility is central to the structure of **Building**

Blocks. The Activity ideas provided for each theme are not prescriptive: rather they are designed to provide a range of stimulating starting points, and practitioners can select the ideas which most suit the children within their care at any one time.

All the Activity ideas contained within **Building Blocks** are written by experienced practitioners and are chosen to develop the three characteristics of learning: **Playing and exploring, Active learning** and **Creating and thinking critically**. So alongside talking points, discussion ideas and suggestions for circle time, you will find plenty of ideas for indoor and outdoor play, arts and crafts and early stage reading and number work. The Activity ideas provide opportunities for individual and for small or large group activities too, so children can gain experience of working cooperatively with a partner or team, as well as being encouraged to build their own confidence and independence when carrying out tasks on their own.

The Activity ideas provided for each theme should cater for a range of abilities within the

target age group of 2 to 3 years (24-48 months). However, to stretch those children who are more able or progressing more rapidly, further activity ideas are set out on a page entitled **Progression towards Early Learning Goals**. All link closely to the core Activity ideas, making differentiation within the same setting easier.

Some of the activities suggested involve photography. Before you begin, please remember to refer to your setting's policy on taking and storing photographs of children in your care.

Assessment

To support practitioners with formative assessment and reporting to parents and carers when a child is between the ages of two and three, a generic **Observation chart** is provided on page 39. This can be used to make notes about how a child tackled different activities, and is left open-ended so that you can write in the details of your chosen activity. We all know that children approach activities in different ways, so it is difficult to prescribe how they should go about an activity. For example, when making a den (see page 32), a child working at the expected level for 22-36 months may

happily play alongside others in the den (play and explore) and, with adult support, help to make the den (active learning); while a child working at the expected level for 30-50 months could build the den without adult help, would initiate the play by inviting other children to join in, and may be able to talk to an adult about how to make the den even better, stronger or more comfortable (thinking critically). This Observation chart enables you to record whichever methods and approaches the child uses so that you can make summative assessments later.

Pupil profiles

Every set of Activity ideas comes with a **Sample pupil profile** and a **Blank pupil profile** sheet for your own use, which links more specifically to the tasks being suggested. It has to be left up to the individual practitioner to decide which activities they wish to assess and when – and it is certainly not necessary nor recommended that practitioners should assess all of the activities all of the time. So the Sample pupil profile selects just a small handful of the suggested activities and maps out some of the kinds of skills and understanding which you should be looking for in order to summarise a child's level of

development. To help you match the profile to the non-statutory guidance in *Development Matters* (2012), the profiles allow you to indicate whether a child is at the expected level for either 22-36 or 30-50 months.

Hints for home

“Where parents and carers are actively encouraged to participate confidently in their children's learning and healthy development, the outcomes for children will be at their best.”

Dame Clare Tickell, *The Early Years: Foundations for life, health and learning: An Independent Report on the Early Years Foundation Stage to Her Majesty's Government* (2011)

Recognising the important role that parents and carers have in their child's learning and development, each theme in each module of **Building Blocks** includes a ready-made photocopiable letter to send home. As well as informing parents and carers about the topics and skills their child has been learning about in the setting, it also offers a range of fun ideas to try at home to extend and complement those activities – ranging from things to make and talk about, to places to visit and stories to share.

Resources

A comprehensive Resources list is provided to support the activities for each theme.

People who can help me

Activity ideas

Topic coverage

- People I know and can go to for help/people I can trust;
- Forming positive relationships with adults who help me;
- Other people who help us – for example, lollipop person, nurses, vets, shop assistants, tour guides, teachers, older brothers and sisters, friends;
- Having the confidence to ask for, and offer, help;
- Exploring how it feels to help someone or be helped.

Who helps me at home?

- Ask the children which grown-ups they have already spoken to that morning.
- Focus on one person they have mentioned and ask provoking questions, such as: *How has mummy helped you this morning? What does she look like while she helps you? How do you feel when she helps you?*
- Listen to the children's answers and write notes about what they say. These could be used later for a display about 'People who can help me'. The children might like to

draw, paint, photograph or make a collage of the person they have just been talking about. Then you could make a speech bubble to go with the picture, referring to the notes you made as the children were talking.

- Introduce the word *family* to the children. Ask the children *who*, in their family, helps them and *how* they help them. Encourage the children to draw their family and emphasise family words to them, such as *mummy, daddy, grandad, step-mum, nanny, auntie, uncle, papa, sister, brother*. Include any words that the children use for family members – such as *nana, grandma, ganny, gangan, grandma* or Christian names if they refer to them that way.

When do I need help?

- Discuss with the children all the times when they need help – for example, getting dressed, cutting up food, finding a special toy, finding something at nursery or pre-school, trying to write their name, reading a story. The list will be endless but go with the ideas which come from the children.
- They could then illustrate the times when they need help or you could photograph them practising something and asking for help.
- Ask the children to practise saying '*Please can you help me to...*' as they do things in the setting. Explain that it is good to ask for help because that is how we learn to do things.

Please can you help me to do up my buttons?

Please can you help me to write my name?

Please can you help me to find my gloves?

People who can help me

Being a good helper

- Tell the children that they can be good helpers too. Remind them that, when someone asks them for help, it is polite to do so.
- Ask them when, in the past, they have helped someone. For example, they might say, 'I helped to tidy up the cars.' or 'I helped my Daddy to get the shopping'.
- Listen out for other times when they talk about being helpful and emphasise their helpfulness.
- Set up a board in your setting called *Our good helpers* on which, whenever the opportunity arises, you can display photographs of children helping each other. Alternatively, use the badges provided on page 10 (enlarged, if desired) on which you can write what you saw a child doing. These badges could be stuck on the board or sent home so that families can record instances of helpfulness at home.
- Ask the children to think about what they could help someone with.
- Practise saying, 'Would you like me to help you?' The children could do this while playing with their friends. Suggest that the children might try saying it at home.
- Set up a role-play area, such as a shop or a doctors' surgery or hospital, where the children can practise saying to each other 'How can I help you?' or 'What can I do to help you today?'



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Outdoor activities

- Set up a police station role-play area outside. Suggested resources include:
 - Dressing up costumes (if none are available, make badges that say 'police officer', with a picture, if wished)**
 - Clipboards**
 - Paper**
 - Pens/pencils**
 - Telephones (in the role-play, and in a different, area)**
 - An old computer keyboard and screen (or toy version)**
 - Police station sign**
 - Toy handcuffs**
 - Radio or walkie-talkie**
- Discuss how the police can help you in different situations – for example, if you get lost, if there is an accident or if there is a robbery.
- Let the children practise asking the police for help, explaining why they need help and what has happened.
- Use the telephones to practise dialling 999.
- You could extend your role-play to include wheeled toys, turning them into police cars and ordinary cars with make-believe accidents that the police have to help out in. You could also introduce ambulances, hospitals, doctors and nurses or even fire engines. Follow the interests of the children and take the play in the direction they are suggesting. You might have to set up a hospital the next day!
- If possible, invite local police representatives (or fire officers, paramedics, nurses or doctors) into your setting to talk to the children.