

Children in Reception will be learning to:	We will support this by:
<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Making time to get to know the child and their family. Asking parents about the child's history, likes and dislikes, family members and culture.</li> <li>• Taking opportunities in class to highlight a child's interests, showing you know them and about them</li> </ul>
<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Making sure children are encouraged to listen to each other as well as the staff.</li> <li>• Ensuring children's play regularly involves sharing and co-operating with friends and other peers.</li> <li>• Congratulating children for their kindness to others and express your approval when they help, listen and support each other.</li> <li>• Allowing children time in friendship groups as well as other groupings.</li> <li>• Having high expectations for children following instructions, with high levels of support when necessary.</li> </ul>
<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling positive behaviour and highlighting exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>• Encouraging children to express their feelings if they feel hurt or upset using descriptive vocabulary. Helping and reassuring them when they are distressed, upset or confused.</li> <li>• Undertaking specific activities that encourage talk about feelings and their opinions.</li> </ul>
<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Offering constructive support and recognition of child's personal achievements.</li> <li>• Providing opportunities for children to tell each other about their work and play. Helping them reflect and self-evaluate their own work.</li> <li>• Helping them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Showing that mistakes are an important part of learning and going back is trial and error not failure.</li> <li>• Helping children to set own goals and achieve them.</li> </ul>

<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving children strategies for staying calm in the face of frustration. Talking them through why we take turns, wait politely, tidy up after ourselves and so on.</li> <li>• Encouraging them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Giving children space to calm down and return to an activity.</li> <li>• Supporting all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li> </ul>
<ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Using dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li> <li>• Asking children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> </ul>
<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling practices that support good hygiene, such as insisting on washing hands before snack time.</li> <li>• Narrating your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</li> </ul>