



St. Peter's Early Years PSED Curriculum Nursery



Development Matters Statement	The Nursery children can...
Select and use resources with help when needed SCARF – I can Keep Trying	• follow picture prompts to tidy away with help • access the resources to support their independent play with help • use new activities and resources with help • follow picture prompts to tidy away independently • confidently access the resources to support their independent play • independently use new activities and resources • select and use resources with a clear purpose in mind • look after and use resources (including toys and books) appropriately and carefully for a purpose

Develop their sense
of responsibility and
member of a
community

Lola the listening lion

SCARF - Looking After
My Environment and
Safety Indoors and
Outdoors

- follow picture prompts to tidy away with help
 - put own personal belongings away with help
 - access own belongings throughout the day and at the end of the day with help
 - tell an adult when something has been broken or no longer works
 - follow simple classroom routines and rules with help
 - follow one-part instructions
 - begin to listen to adults at during small and whole class focus times and whilst in their play
 - tidy one or two areas of the EYFS playground following picture prompts or guidance from an adult or reception child.
-
- put own personal belongings away independently
 - follow picture prompts to tidy away independently
 - access own belongings throughout the day and at the end of the day independently
 - follow simple classroom routines independently

	• follow two-part instructions • say and know we go to St. Peter's school • listen to adults and begin to listen to other children at during small and whole class focus times and whilst in their play • tidy more than one area of the EYFS playground following picture prompts or guidance from an adult or reception child. • enjoys the responsibility of carrying out given tasks and/or jobs in Nursery • participate in a variety of charitable events. • say and know we are a church school and what our school's name is (identify through the uniform, school shield) • listen to each other when participating in play and during small group and whole class focus times • tidy the EYFS playground independently
Become more outgoing with unfamiliar people in	• separate from carer with support • with support, confidently talk to familiar adults in Nursery • Know who can help them if they are feeling sad, worried or scared

the safe context of Nursery SCARF – I'm Special and People Who are Special to Me	• separate from carer independently • confident to talk to children in Nursery • confident to play outside with Reception children • confident to ask adults for help and name who keeps them safe • confident to respond to unfamiliar adults within the school • confident to talk to trusted people invited into the Nursery setting e.g., doctor • confident to participate in visits in our local area e.g., church and organized trips
Show more confidence in new social situations	• walk around school with an adult and find their way to the lunch hall and office • Enjoy walking around school and begin to know how to get to different places

Local visit to the library, shop etc SCARF – Safety Indoors and Outdoors	• visit our school church and notice where it is in relation to Nursery- up the hill • Enjoy visiting St. Peter's Church and exploring new environments on a trip.
Play with one or more other children extending and elaborating play ideas Tias Training Growth Mindset Characteristics of Effective learning SCARF – Looking After Others I Can Do It	• play alongside or play with other children in Nursery • initiates/invites play with other children • take part in pretend play e.g., being Mummy • take turns and share with support • observe and listen to the adult modelling how they think the children are feeling and why • think of their own play ideas • take part in decisions about resources/display etc in classroom with adult support • make suggestions/request resources/ideas for classroom

	• include others outside their friendship group in their play • look at pictures and suggest how people are feeling • extend the play ideas of others • take turns and share independently, without instruction to do so • look at pictures and suggest how people are feeling and say why they may feel like that
Find solutions to conflicts and rivalries Talk with others to solve conflicts	• observe the adult choosing a character they would like to be (homeowner, outside etc) and negotiating other parts with the children • begin to, with support, listen to what another has to say • observe the adult thinking of a solution to a problem • choose a character and say why they want to be it • listen to what another child has to say • begin to think of a solution to a problem and with help suggestion a conclusion

	• come to a simple solution to a problem with a friend and agree on it with little support from an adult.
Increasingly follow rules, understanding why they are important Class rules Ethos of the school? Remember rules without needing an adult to remind them SCARF – Safety Indoors and Outdoors	• look at a picture of a nursery classroom and say what isn't right about it (it has toys on the floor, fruit left on the table etc) • give simple ideas and suggestions of what they want their classroom to be like (display them • talk about the agreed class rules (where they are displayed) • listen to a story about the rules of the garden playground and say what they can and cannot do (eat the berries etc) • begin to model the classroom and garden rules and routines with a little support. • Refer to the 'classroom rules' when appropriate. • Demonstrate the garden and classroom rules, as well as those of the school rules.

Develop appropriate ways of being assertive Tias Training SCARF I'm Special – The Mirror	• Speak positively about themselves
Understand gradually how others might be feeling Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Tias training SCARF –	• identify and say how a person in a picture might be feeling • observe the adult saying 'I can see you are feeling...' 'is it because...' (modelling correct vocabulary) • begin to identify and say how they are feeling • identify and say how another child, person/character in a photo might be feeling and begin to give a simple suggestion as to why • listen to stories and say how the characters are feeling and say why they may feel that. • begin to notice how their friends are feeling and what has happened to make them feel that way

I'm Special Friends and Family Me and My Friends Sometimes I Feel Sunny by Gillian Shields No Outsiders: Momma, Mommy and Me	• identify and say how another child, person/character in a photo might be feeling and give a suggestion as to why • listen to stories and say how the characters are feeling and refer to themselves, would they feel like that if.... why? • notice how their friends are feeling, what has happened to make them feel that way and tell an adult if necessary.
Be increasingly independent in meeting own care needs e.g., toilet I think we need to keep this in	• with some support, wash hands ready for snack • with support, go to the toilet, flush the chain, wash and dry hands at set time of the day • begin to ask for help with the toilet when needed • begin to ask for the toilet throughout the day and follow the picture queues.

SCARF – Looking After Myself – Washing Hands Germs What does my Body Need	• independently go to the toilet, flush the chain, wash and dry hands • go to the toilet when they need to or at the set times of the day. • Ask for help with the toilet when needed • Understand how to look after yourself (eg the differences between healthy and unhealthy food, sleep, exercise and water) • go to the toilet independently
---	---