



Primary *National Strategy*

Guidance

Curriculum and
Standards

**Excellence and Enjoyment:
social and emotional aspects
of learning**

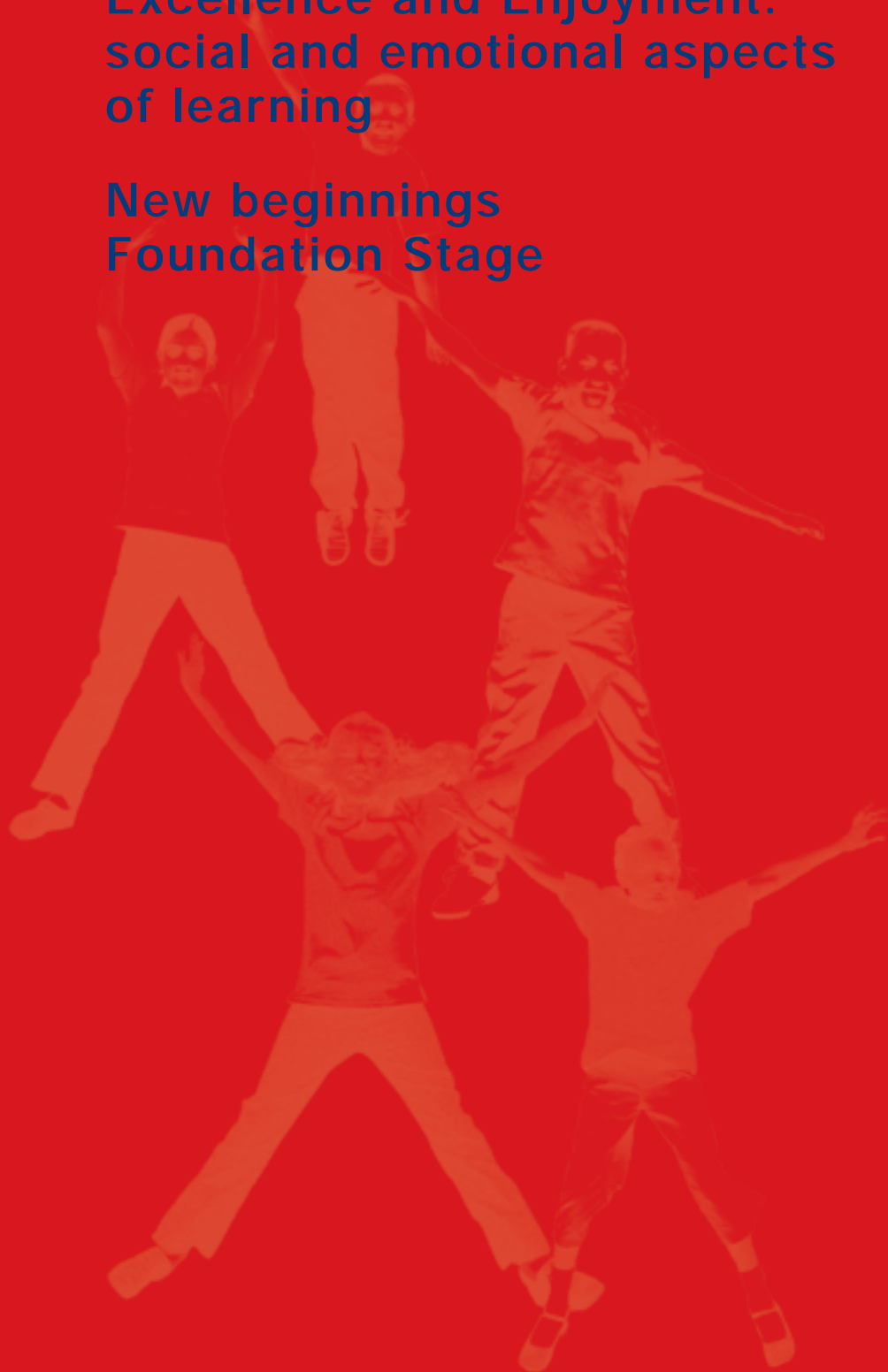
**New beginnings
Foundation Stage**

Headteachers, teachers
and practitioners in
primary schools,
middle schools, special
schools and Foundation
Stage settings

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SureStart

Red set

Introduction

This theme focuses on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.



The theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme children explore feelings of happiness, excitement, sadness, anxiety and fearfulness, while learning (and putting into practice) shared models for 'calming down' and 'problem solving'.

The intended learning outcomes for the Foundation Stage are described below.

Intended learning outcomes

Description	Intended learning outcomes
<p>Children will have a number of opportunities to appreciate and celebrate differences and to understand how it feels, and how important it is, to belong to a group. They will consider how everybody can be helped to feel safe and happy in the setting and to understand the routines and expectations there.</p> <p>They will have opportunities to develop the social skills needed to function in a group setting.</p> <p>They will explore the core feelings of happiness, excitement, sadness and fearfulness and learn ways to identify and label these feelings, distinguishing between comfortable and uncomfortable feelings. They will know that all people can feel the same emotions, but not always in the same situations. They will have opportunities to develop empathy and work out what others are feeling. They will know how our actions can affect people's feelings and that all feelings are OK, but not all actions are. They will have opportunities to learn to calm themselves down and to learn some basic strategies for managing fear and upset.</p>	<p>Belonging</p> <p>I know I belong to my class/group.</p> <p>I know the people in my class/group.</p> <p>I like belonging to my group/class/school.</p> <p>I know that people in my group/class like me.</p> <p>I like the ways we are all different.</p> <p>Self-awareness</p> <p>I can tell you something special about me.</p> <p>Understanding my feelings</p> <p>I can tell if I am happy or sad.</p> <p>I can let you know if I feel happy, excited, sad or scared.</p> <p>I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people).</p> <p>Managing my feelings</p> <p>I know some ways to calm myself down when I feel scared or upset.</p> <p>Understanding the feelings of others</p> <p>I know that everybody in the world has feelings.</p> <p>Social skills</p> <p>I can share in a group.</p> <p>I can take turns in a group.</p> <p>I can join in with other children playing a game.</p> <p>I know how to be kind to people who are new or visiting the classroom.</p> <p>Understanding rights and responsibilities</p> <p>I know what to do in my classroom/setting.</p>

Learning outcomes: *Birth to three matters*

A strong child		A healthy child	A skilful communicator	A competent learner
A sense of belonging Valuing individuality and contributions of self and others Enjoying being with familiar and trusted others Having a role and identity within a group Developing self-assurance Feeling self-assured and supported Gaining self-assurance through a close relationship Becoming confident in what he/she can do Valuing and appreciating his/her own abilities Being acknowledged and affirmed Needing recognition, acceptance and comfort Being able to contribute to secure relationships Understanding that he/she can be valued by and important to someone Exploring emotional boundaries Me, myself and I Growing awareness of self Realising she/he is separate and different from others Recognising personal characteristics and preferences Finding out what she/he can do	Healthy choices Demonstrating individual preferences Becoming aware of others and their needs Discovering and learning about his/her body Making decisions Emotional well-being Being special to someone Being able to express feelings Keeping safe Discovering boundaries and limits Learning about rules Knowing when and how to ask for help Learning when to say no and anticipating when others will do so	Finding a voice The impulse to communicate Exploring, questioning, labelling and expressing Sharing thoughts, feelings and ideas Describing, questioning, representing and predicting Making meaning Influencing others Communicating meaning Understanding each other Negotiating and making choices Being together Positive relationships Being with others Encouraging conversation Gaining attention and making contact Listening and responding Listening and paying attention to what others say Learning about words and meanings Making playful and serious responses Enjoying and sharing stories, songs, rhymes and games		
		Being imaginative Imitating, mirroring, moving, imagining Playing imaginatively with materials using all the senses Pretend play with gestures and actions, feelings and relationships, ideas and words Being creative Exploring and discovering Being resourceful Making connections Finding out about the environment and other people		

Learning outcomes: Curriculum Guidance for the Foundation Stage

The following learning outcomes are drawn from the personal, social and emotional development area of learning. Observations made to identify learning outcomes will, however, also demonstrate learning from a number of other areas.

Learning outcomes should be identified through observation of behaviours in an independent play situation.

Dispositions and attitudes		Confidence, self-esteem, relationships, community	Behaviour, self-control	Self-care and independence
Yellow Stepping Stones	<ul style="list-style-type: none"> Show curiosity. Have a strong exploratory impulse Have a positive approach to new experiences 	<ul style="list-style-type: none"> Feel safe and secure and demonstrate a sense of trust Seek out others to share experiences Relate and make attachments to members of their group Make connections between different parts of their life experience Separate from main carer with support 	<ul style="list-style-type: none"> Begin to accept the needs of others with support 	<ul style="list-style-type: none"> Show willingness to tackle problems and enjoy self-chosen challenges Demonstrate a sense of pride in own achievement

Blue Stepping Stones	<p>Show increasing independence in selecting and carrying out activities</p> <p>Show confidence in linking up with others for support and guidance</p>	<p>Separate from main carer with confidence</p> <p>Have a sense of belonging</p> <p>Show care and concern for self</p> <p>Talk freely about their home and community</p> <p>Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine</p> <p>Show a strong sense of self as a member of different communities such as their family or setting</p>	<p>Show care and concern for others, for living things and the environment</p>	<p>Take initiatives and manage developmentally appropriate tasks</p>
Green Stepping Stones	<p>Display high levels of involvement in activities</p> <p>Persist for extended periods of time at an activity of their choosing</p> <p>Take risks and explore within the environment</p>	<p>Have a sense of self as a member of different communities</p> <p>Value and contribute to own well-being and self-control</p> <p>Have a positive self-image and show that they are comfortable with themselves</p> <p>Express needs and feelings in appropriate ways</p> <p>Initiate interactions with other people</p> <p>Have an awareness of and show interest and enjoyment in cultural and religious differences</p>	<p>Show confidence and ability to stand up for own rights</p> <p>Have an awareness of the boundaries set and behavioural expectations within the setting</p>	<p>Operate independently within the environment and show confidence in linking up with others for support and guidance</p>

Early Learning Goals	<p>Continue to be interested, excited and motivated to learn</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group</p> <p>Maintain attention, concentrate and sit quietly when appropriate</p>	<p>Respond to significant experiences, showing a range of feelings when appropriate</p> <p>Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</p> <p>Have a developing respect for their own cultures and beliefs and those of other people</p> <p>Form good relationships with adults and peers</p> <p>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously</p> <p>Understand that people have different needs, views, cultures and beliefs, which need to be treated with respect</p> <p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect</p>	<p>Understand what is right and what is wrong and why</p> <p>Consider the consequences of their words and actions for themselves and others</p>	<p>Select and use activities and resources independently</p>
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Planning

To help with planning, *the type of learning and teaching* involved in each learning opportunity is indicated by icons in the left-hand margin of this booklet:



Adult-led – where language and ideas are specifically introduced and developed by the practitioner



Child-initiated – where learning is child-initiated, supported by adaptations to the learning environment and social interaction which promote particular avenues of exploration and discussion

Ideas from practitioners who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which practitioners planned for diversity in their class or group, for example to support the learning of children for whom English is an additional language, and of children with special educational needs.



Key vocabulary (to be introduced within the theme and across the curriculum)

feelings	happy		
scared/worried	angry/cross	comfortable	uncomfortable
calm down	fair	belong	

Resources

	Resource	Where to find it
Early and Later	<i>Feelings identikit</i> pictures	CD-ROM
Foundation Stages	<i>Feelings detective</i> poster	Whole-school resource file
	<i>Feeling fans</i>	Whole-school resource file
	Photocards – happy, sad, scared, excited	Whole-school resource file

Suggested whole-school/setting focus for noticing and celebrating achievement

Use the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

Week 1: Making someone feel welcome

Week 2: Doing something brave – overcoming feelings of fearfulness

Week 3: Solving a problem/remembering to use the problem-solving process

Week 4: Calming down/helping someone to calm down

Red set: Early Foundation Stage

Circle games and rounds

Intended learning outcomes

I know that people in my group/class like me.

I like the ways we are all different and I can tell you something special about me.



Introduce circle games in your preferred way, but do make sure that you talk about the skills the children will use each time that they do a circle activity:

eyes (to see)

ears (to hear)

mouth (to speak)

head (to think)

hands in lap (to concentrate).

You can make up a song for this or just point to those parts of the body.

Name songs and activities

'Let's say hello to ..., let's say hello to ..., let's say hello to ..., you're welcome here today.'

This is simply repeated over and over again until everyone's name has been included. If they want to, children can stand up when they are being greeted. This can also be sung as a goodbye song at the end of the day.

By saying hello and goodbye you are signifying how important the child is and that you are pleased to see them or will miss them until tomorrow.

Stand in a circle and ask children to go round the circle saying 'My name is ...' and then stamping their feet three times.

This circle activity is best carried out in a smaller group, perhaps half the whole group if it is large. Roll a ball to someone across the circle, as you sit on the floor. See if you can name that person. If not, then that child helps out by telling their name. Make sure everyone has the ball rolled to them during the circle time.

Sing 'Do as I'm doing, follow, follow me, do as I'm doing, follow, follow me.'

Do an action that everyone has to follow, and then pass this round the circle, putting the name of the child in place of 'me' as they choose the action. Be prepared to support children who struggle to think of an action. Again this is more successful with half the whole group, if the group is large.

Our setting places children in family groups of about ten children with a key worker who reads stories and does circle and carpet-time work with them. I think this helps the children develop a group identity really quickly.



We used a 'Talking photo album' with a child in our class who has a visual impairment (large photos of each child's face and a short recording of them saying hello and their name).



Circle games for developing group identity and sense of community

Clap your hands

'Clap your hands and wiggle your fingers' is another song that can be adapted, using children's suggestions (for example, 'Clap your hands and stamp your feet').

'Clap your hands and wiggle your fingers, clap your hands and wiggle your fingers, clap your hands and wiggle your fingers, now we've made a pattern.'

'We are special' game

The whole class stands in a circle and holds hands. All the children swing hands gently backwards and forwards while singing or saying, 'We are special, we are clever, we are the nursery people at ... school'.

You will be surprised at the effect this has on the children and the adults!

Rounds

Pass round the teddy. Each child should take it in turns to stroke the teddy gently and say hello.

The teacher/practitioner could go round the circle and get the children to tell teddy their name, as often as possible. The next day the teddy shows he 'has a bad memory' and will need the other children in the group to remind him of the names as he goes round. This could be extended to include something that the child has enjoyed or someone they have played with in the setting.

In my class I have one little boy who is new to English. In circle games I found that it was useful to make sure that he had lots of opportunity to hear other children before it was 'his turn'. Leaving him to near the end gave him a chance to listen and observe other children's contributions.



Learning opportunities: belonging

Intended learning outcomes

I know I belong to my class/group.

I know the people in my class/group.

I like belonging to my group/class/school.

Before the children start

At an induction visit take a soft toy (with a name) with you and give it to the child to play with and explain that it will be waiting for the child in the setting. Make sure it is there to 'greet' the child when they first arrive. You could also provide a book or puzzle for the child to read/play with at home and bring back on their first day.

Provide a list of some of the names of the children who will be joining (perhaps those who will be in the child's family group) so the parent or carer can talk about them using their names.

Write a letter to the child to invite them to the setting on their first day. Address it to the child.

Children in our school speak different languages. We made a point of getting our letters written in as many different languages as we could... We made a display out of the welcome letters with some detachable Velcro language labels. The children (and the parents) had fun trying to match each language to a label. We called the display 'One letter, many languages; all the same and all different'.



Getting to know each other



Self-registration: Ask parent/carers and children to self-register by sticking names onto a Velcro™ board. Photographs can be attached to the names to help children and adults get to know 'who is who' in the setting. Use this to check who is there in the small group. Staff should self-register too so that children can look at their names and photographs. Photographs can also be used with names that hang on coat-pegs. The photos can be detached as the year goes on, as appropriate. A Velcro™ alphabet can be used to store names and photographs.

Magnetic photos: Take a photograph of every child, cut it out, laminate it and stick magnetic tape on the back. These are useful for getting to know names and for talking about similarities and differences.



Use the photographs when singing songs – for example, 'Five children at ... setting/school', instead of 'Five currant buns in a baker's shop'.

Use when telling stories. Tell positive stories about being friends, being kind, and so on, focusing on the agreed rules for the setting.



Leave them out for children to play with on a magnet board. They can explore the idea of making friends with anyone whose photograph they choose.



Describing game: Encourage the children to take digital photographs of people doing different things in the setting. These might be used to support an activity where key attributes are described – for example, 'I'm looking at someone who has brown hair, a pink dress and ... Who is it?'.

Children should (with support if necessary) name the person from the description. They should check they have this right by looking at the photograph.

Pairs game: Using the photographs you have taken, make two sets and play snap or pairs with them.

You could also play a description game here, where you describe someone and their hair colour, clothes, and so on, and the group try to find that card. This is another good way of pointing out our similarities and differences. Sort the cards into groups. Who is wearing pink? Who is a boy? Who is smiling?

Display: Ask parents to bring in photographs of the child in their home, or with a significant person, to put up on a display (or use a photograph taken at the time of a home visit). Talk about the photographs with the children. Ask children to take it in turns to tell the group something about the photograph. Ask parents or carers to join the circle and introduce themselves and their children to the group.

Welcome cards: Have the children make a welcome card for someone else in the room, allocated on a lucky dip basis. They could give the card and thank each other in person so that everyone makes a positive contact in the class or group.

We found that using the photos was a great way to develop the English of some of our EAL learners. The children liked grouping the photos in different ways. One of the children grouped the pictures into those of adults and those of children. She told us they were 'big' and 'little', and other children joined in with 'they're grown-ups and they're children'. Someone else grouped the photos as men and women. Children moved on to other less-obvious aspects of similarity and difference, and we were able to develop sentences such as 'They've got black hair, and these haven't.'



The above opportunities support children with the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Value individuality and contributions of self and others

Enjoy being with familiar and trusted others

Have a role and identity within a group

Feel safe and secure and demonstrate a sense of trust

Have a sense of belonging

Learning opportunities: understanding rights and responsibilities

Intended learning outcome

I know what to do in my classroom/setting.

Exploring the setting



When children are new to the setting, you will be encouraging them to explore the different areas with you as they play, looking in shelves and drawers so that they get to know everything that is there.

Provide each child or small group with their own special place to keep their things. Label these with their name and picture or the name of their group and a composite picture for the group.

Invite parents and carers into the setting to hear about what the children have been doing.

Have an information board for parents or carers to read. Display information about what the children have done in the setting and encourage them to talk through the child's day with them.



You may want to play a game like 'Hide the teddy', to help the children get to know the setting. Hide a teddy or other soft toy somewhere in the setting and give children clues as to where teddy is, such as:

Teddy is in the sand tray;

Teddy is hiding somewhere special – it is where there is water and paint;

Teddy is hiding where the bikes are kept;

Teddy is hiding under the car mat;

Teddy is hiding in the dressing-up box.

One child goes to look for the teddy and is helped by the other children.

Children could take photographs of teddy in his different hiding places.

Take photographs of children playing. Hand these out to the children and ask them to stick them near where that activity might be taking place.

Set routes through the setting for children to follow (for example, 'Follow the footsteps'); then ask them to say what they saw on their journey.

Getting to know the routines



Pictorial timetable: Have a clear idea of the routines you want to introduce when children are new to the setting. Take photographs of particular parts of the day (sharing time, circle time, lunchtime, group time, and so on) and laminate them so that they last the year. The photographs can be backed with Velcro™. Create a strip of Velcro™ on a card mounted in a child-friendly place in your class. You, or the children, can attach the photographs in sequence, giving the child who is less confident valuable reassurance about what will happen that day. This activity can also be used to talk regularly about the routine and involve the children in remembering what comes next. Individual photographs can be removed when that part of the session is finished.

Prompt: Talk about what is coming next all day long. This is particularly important in the early weeks. The more you do this, the more secure your children will feel. You might give 5-minute warnings of what will happen next, focusing particularly on those children who don't like change or find it difficult to finish things.

Make sure you talk about the routines in the setting regularly, so that all children have opportunities to understand and feel secure about them. Be consistent in your routines and try not to change them too much at the beginning.

Introduce new things slowly, giving warnings and explanations about when, where and how.



Sing along: sing the events of the day set to a favourite tune that most children will know.

Zig-zag book: make a zig-zag book about the routines using the same photographs as the pictorial timetable. Spend time with the children, looking at the book and talking through the routines.

Mime: mime the day's events at the end of the session just for fun.

You can also use familiar songs such as 'Here we go round the mulberry bush', into which actions can be built.

Talk about the day: use the photographs of daily routines, taken for your pictorial timetable. Spread them out on the table and suggest that children take turns and say what they like about this time of the day, or what they don't like. This provides valuable feedback for you about what is working and what needs adapting in your routines. A variation of this is to make two sets of photographs (a good idea anyway in case one gets lost) and play a pairs game. This will reinforce the names you give to the different parts of the day.

Use story: read the story *Ruby at nursery* from the resource sheets to help children think about the skills they need to work and play together.

We made a personal pictorial timetable for one child using signs and Velcro™. We helped him take off the signs when he had finished an activity and post them in a special box.



The above opportunities support children with the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Discover boundaries and limits

Learn about rules

Show curiosity

Show increasing independence in selecting and carrying out activities

Learning opportunities: self-awareness

Intended learning outcome

I like the way we are all different and I can tell you something special about me.



Pass a teddy around the circle and ask each child to tell the teddy something special about themselves. Make sure that you have at least one or two special things that you know about each child in case they are not able to think of one.

Repeat the above, but ask the children this time to say something special about the child sitting next to them.

Make a 'special book' of something each child is good at, drawing on their own suggestions during discussion time.

The above opportunities support children with the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Value individuality and contributions of self and others

Feel self-assured and supported

Value and appreciate their own abilities

Demonstrate a sense of pride in own achievement

Learning opportunities: understanding my feelings

Intended learning outcomes

I can tell if I am happy, sad, excited or scared.

I can let you know if I feel happy, excited, sad or scared.



Remind children of the story *Ruby at nursery*. Ask them to try and remember how Ruby felt, prompting as necessary. The four feelings to focus on are:

happy

excited

scared/frightened

sad

It is important that we help children to recognise that some feelings are 'comfortable' and some 'uncomfortable', while not giving the message that some feelings are 'bad' to have – all feelings are acceptable (although not all behaviours are). It is therefore best not to use the words 'bad' and 'good' feelings.

Use the small group activities suggested below to explore these feelings. You might want to use the *Feelings identikit* pictures from the CD-ROM in the pack to help the children focus on how our faces express each of the feelings. You will need to decide which, if any, elements of the *Feelings detective* poster from the whole-school resource file are appropriate to use in the Foundation Stage. You might like also to teach the children how to use the *Feeling fan* (from the whole-school resource file) and ask them to pick out the appropriate face for each of the feelings explored below.

Happy

Have a selection of pictures or photographs of children doing things and looking happy. You will find some in the whole-school resource file, or you may want to use your own.

Show a picture to the group and see if anyone knows what the person is feeling.

Ask the children how they know that.

See if the children can show you how their faces look when they are happy.

Put a selection of pictures in the middle of the circle and ask children to say, in turn, 'I feel happy when ...'.

The pictures act as a prop. If shy children don't know what to say, they could just point. More confident children might think of their own ideas.

End with the song 'If you're happy and you know it'.

Sad

Have a selection of pictures of children looking sad (photographs you have taken with previous groups where they are pretending to be sad about something, or photocards from the whole-school resource file).

Choose a picture and ask if anyone knows what this child is feeling.

How do they know?

Can the group show you how their faces and bodies look when they are sad?

Describe what you see: 'Oh I can see you look sad because your mouth is turned down, your eyes don't look sparkly, and your head is hanging down.'

We used the terms 'warm' and 'cosy' and 'cold' and 'prickly'.



We made tactile faces out of salt dough and some visual symbols using buttons stuck onto cards in the shape of a smile or frown. They were used by one of the group who has a visual impairment – and by lots of the other children as well.



Ask children to pass a sentence round the group: 'I feel sad when ...'

Again, use the pictures you have as a prop to help anyone who is stuck.

If children find this difficult have a discussion instead, but do make sure everyone has a chance to say something.

Finish with a song or pass the smile to cheer everyone up.

Repeat this format for other key feelings – excited and scared/frightened. It is important to keep a balance of comfortable and uncomfortable feelings at all times so that children begin to realise that it is acceptable and OK to show their feelings to people, whatever they are.

Following circle activities on key feelings you could ask children to look in the mirror and make a happy/sad/excited/scared face. Now draw the face. What makes you feel like this in the setting?

Adults scribe this and then type it up into a speech bubble to go with the picture. Make all these into a group poster to be displayed in the setting or to a wider audience in a hall or corridor.



To help children to identify how they are feeling you could have a clothes line with different 'feeling faces' on it. Children could match their own photo/name to the feeling face that best reflects how they are feeling. You could also use symbol cards for happy, sad and scared to encourage children to show how they are feeling.

We put together a feeling box full of different textures and shapes, and asked the children to say which represented 'happy', 'sad', 'cross', etc.



The above opportunities support children with the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Explore emotional boundaries

Be able to express feelings

Make connections between different parts of their life experience

Show care and concern for self

Learning opportunity: managing my feelings

Intended learning outcome

I know some ways to calm myself down when I feel scared or upset.



Remind children of the story *Ruby at nursery*. In the story, Ruby ran across the classroom because she felt frightened, after she had bumped heads with Semera. It took her a long while to calm down enough to tell Miss Smile what had happened. Ask the children what they do when they have an 'uncomfortable' feeling. What would they advise Ruby to do? If possible, ask the children to demonstrate (for example, doing something they like doing/breathing deeply three times). Ensure that all the children can do the deep breathing. Make a display,

'When I have uncomfortable feelings, I can ...' by photographing children demonstrating their strategies.

Reinforce the calming-down strategies whenever possible in real-life situations. Rehearse and encourage children to use the calm breathing technique for calming down.

Use the *Ruby at nursery* story, or another suitable story you are reading to the children, to remind them to 'stop and think' or 'stop and tell' if there is a problem.

The above opportunities support children with the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Explore emotional boundaries

Develop a growing awareness of self

Become confident in what he/she can do

Have a positive approach to new experiences

Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine

Learning opportunity: understanding the feelings of others

Intended learning outcomes

I know how to be kind to people who are new or visiting the classroom.

I know that everybody in the world can feel the same feelings.



Explain that Humphrey Hedgehog (or a soft toy of your choice) has come from far away to visit the setting. He is feeling sad. Ask the children to point out all the good things in the setting. These make him feel a little bit better, but he is still feeling sad.

Ask the children to think of reasons why Humphrey might feel sad. Encourage the children to think of why they might feel sad in the setting. Write these up on the whiteboard to remind you. Choose one of these reasons and get Humphrey to nod his head and explain that is why he is feeling sad.

The children should work in small groups supported by an adult to think of ideas that might make Humphrey happy in the setting. They might like to draw or make their ideas or try them out – for example, by giving Humphrey a cuddle (it might be possible to take a photograph of this).

I have several children in my class who are new to this country. I explained that Humphrey spoke a different language, in which he greeted the class.



The above opportunities support children with the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Become aware of others and their needs

Understand each other

Find out about the environment and other people

Seek out others to share experiences

Begin to accept the needs of others with support

Show care and concern for others, for living things and the environment

Learning opportunities: social skills

Intended learning outcomes

I can share in a group.

I can take turns in a group.

I can join in with other children playing a game.



Extend the story of Ruby in the nursery (perhaps reflecting things that have happened in the setting, or might happen) in order to provide a context for teaching social skills. Tell stories about things that you see going wrong in the group and through the stories teach the right things, giving possible phrases children might find useful. Make up a rhyme or song to help Ruby and her friends.



Arrange activities that are designed to encourage taking turns and sharing, supported by an adult. Identify key questions to facilitate this and display them in the setting – for example, ‘Whose turn is it now?’, ‘Is it fair?’, ‘Is that the same?’, ‘What would make that better?’.

Continue to build an atmosphere where positive behaviours are encouraged (for example, being as welcoming as possible and constantly focusing on what the children are getting right rather than what they have yet to learn).

Catch children ‘being good’. Give specific praise, using the child’s name, to children who you see doing the right thing. It is important to let the child know exactly what you liked about what they did – for example, ‘Jordan, I really like the way you picked up the bricks from the floor and put them away in the right place. Thank you for looking after our toys.’

Take photographs of the children doing the right things socially, display these and refer to them often.

Sian, a child with speech and language disorder, already had a card to indicate ‘stop’ and ‘help’. We added to these by designing cards to ‘say’ ‘I don’t like it’, ‘Can I play?’, and ‘My turn’.



The above opportunities support children with the following learning outcomes from *Birth to three matters* and the yellow and blue stepping stones:

Be able to contribute to secure relationships

Be with others

Listen and pay attention to what others say

Relate and make attachments to members of their group

Show a strong sense of self as a member of different communities such as their family or setting

Ongoing activities

Effective strategies to develop an environment that supports the skills identified in this theme include the following:

Organising the day

Organising opportunities to introduce language of feelings – for example, through role-play and circle time.

Ensuring a balance of stimulating, new and challenging activities, materials and equipment, and familiar activities, materials and equipment.

Time provided for individual play with adult support when needed.

Free choice time, with a balance of activities.

Opportunities for children to take responsibility within the setting – for example, involvement in setting routines.

Outcomes that are decided by the children.

Organisational systems that encourage children to be involved in planning what they are going to do – for example, a planning board.

Opportunities throughout the day to allow children to show or tell others about what they are doing.

Involving parents in the setting and providing information so that they can talk to the child about what they do well and help them use the language of feelings.

The environment

Providing an environment that encourages independence.

Providing areas for different activities and personal choices (for example, quiet restful areas, areas with mirrors).

Ensuring an inclusive environment where all children are fully included in the setting, with support to help them access opportunities when appropriate.

Providing a multi-cultural environment where the cultural diversity within the setting is recognised and celebrated.

Using interactive displays.

Providing resources to encourage collaborative play.

Displaying the children's work carefully, showing the respect you have for them and their learning. Include a lot of the children's speech in your displays as this signifies to them that you value what they say.

The role of adults

A questioning environment where children are given open-ended problem-solving tasks.

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

Adults who support children's ideas and use questioning to encourage the generation of new ideas.

Adults who use a predictable and calm management style.

Adults who make much use of specific praise.

Opportunities for children to talk to adults alone or groups.

Positive behaviour management strategies linked to appropriate expectations and intervention.

Adults who support children in resolving conflict if the need arises.

Good role models of social conventions and interactions.

Adults involved in children's play, including imaginative play.

Adults who support all children to identify and reflect on their own gifts and talents.

Opportunities for feedback, both formative and positive, and for children to review and comment on their achievements.

Questions for reflection and enquiry

These questions offer an opportunity to foster children's feelings of self-worth and let them know that they are valued as unique individuals, as well as developing their social and cognitive abilities. Let children know when you have learned something new about them. Model treating each individual with respect. Give the children scope to learn about themselves. Give them time to talk about what has happened and how it could be different next time:

- What happened in the setting today?
- I wonder what your favourite thing was? Why was that?
- How does that make you feel?
- I wonder why ... did that? What do you think?

- If you did ... what do you think would happen?
- What happened when ... did that yesterday?
- What do you think will happen next? How do you know?

Review

Bring a large doll or puppet into the setting. Say they have come to see the setting and find out all about it. Ask the children to explain all they know about the setting.

The children might take it in turns to show the puppet the setting and explain what happens where and when.

Red set resource sheet: Early Foundation Stage

Ruby at nursery

Use magnetic photo people or puppets to tell the story.

Ruby was really happy. She had just started going to nursery. She liked Miss Smile. She loved playing with all the toys. She liked snack time.

When Ruby got to nursery she wanted to play in the home corner. She could see there were other people already there. She watched for a few minutes, feeling a bit scared.

Ask the children if they know what scared means. Discuss their ideas and add to them if necessary. You could go on to ask if anyone has felt like this before.

‘Why do you think Ruby feels scared when she looks at the children in the home corner?’

Acknowledge their ideas as well as adding your own if you need to. Explore the idea that not knowing what to do and what might happen can be scary.

Ask the children if they know what she could do next. Help the children to think of ideas, including getting help by asking for it from the adult.

‘Let’s see what Ruby does next, shall we?’

Ruby walked a little closer to the home corner and carried on looking at the other children. Tom turned round and looked at her. He didn’t smile, and he didn’t look friendly. Ruby felt sad and a bit scared too. She felt hot and uncomfortable; she didn’t like this feeling at all.

She ran to the other end of the nursery where she bumped into another girl called Semera. They bumped heads and both started to cry.

‘Oh dear’, said Miss Smile. ‘What happened here?’ Semera pointed to Ruby and Ruby hid her head in her hands. She was feeling very sad now and carried on crying, until Miss Smile gave her a cuddle and asked her if she could tell her what happened. When Ruby had calmed down she was able to tell Miss Smile why she ran away to the other end of the nursery.

‘Why do you think she ran away?’ (Remind children of the words sad and scared/frightened.)

‘Why do you think she was scared/frightened?’

Miss Smile explained to Ruby that it might have been a good idea if she had tried to talk to Tom and the others in the home corner.

‘Could anyone help Ruby by telling her what to say to the children if she wants to play?’

Depending on the responses you get, here are some phrases the children could practise saying together:

Please can I come and play here too?

Is there room for me to come and play as well?

I would like to play too. Is that OK?

'Now I think Ruby might know what to do when she wants to play too. It might help her make a friend too. Let's see what happened the next day.'

(Depending on the children's concentration span, you could leave the story here and continue it tomorrow. You can always remind them of the story before you continue it later.)

Ruby was not so happy when she came to nursery the next day, because she remembered how horrible she had felt yesterday.

When she arrived she saw some exciting things on the painting table. Some children were already making big paint shapes on a huge piece of paper. Ruby remembered she needed an apron to do painting. She went to the hooks, but there were no aprons left. She began to feel sad all over again. She looked around and saw Miss Smile. She went over to her and said, 'Please can I play here too?' Miss Smile said, 'Wait with me until Tom has finished, then you can have a go.'

Ruby felt really pleased that she remembered what to say, so that Miss Smile knew what she wanted. Miss Smile was very pleased with Ruby for asking in this way.

She had a lovely time painting and Semera was there as well. Ruby and Semera put their hands in the paint and made patterns. They laughed and they giggled.

'How do you think Ruby will feel about coming to nursery again now?'

'I think Ruby and Semera might play together again and have fun. What do you think Ruby and Semera might do next time they are in nursery?'

Red set: Later Foundation Stage

Circle games and rounds

Intended learning outcomes

I know that people in my group/class like me.

I like the ways we are all different and I can tell you something special about me.

I can tell if I am happy or sad.

I can let you know if I feel happy, excited, sad or scared.



Introduce circle games in your preferred way, but do make sure that you talk about the skills the children will use each time they do a circle activity:

eyes (to see)

ears (to hear)

mouth (to speak)

head (to think)

hands in lap (to concentrate).

You can make up a song for this or just point to those parts of the body.

Feelings games

Each child is given a card illustrating a feeling face, which they do not look at. The leader asks the children, in turn, to turn the card over and mimic the face on the card: 'Mine's a sad/excited/happy/scared face'. You could use the *Feelings identikit* on the CD-ROM that accompanies these materials to create the cards. If children have been introduced to the *Feeling fans* from the whole-school resource file, they could hold these up to show what they think the child is mimicking.

Sing the song 'If you're happy and you know it ...' and add verses and actions for other feelings. For example, sad/angry/excited:

If you're sad and you know it tell a friend, If you're sad and you know it tell a friend, If you're sad and you know it and you really want to show it, If you're sad and you know it tell a friend...

If you're angry and you know it count to 10 ...

If you're proud and you know it say 'well done' ...

If you're excited and you know it share your news ...

Name songs and activities

'Let's say hello to ..., let's say hello to ..., let's say hello to ..., you're welcome here today.'

This is simply repeated over and over again until everyone's name has been

included. If they want to, children can stand up when they are being greeted. This can also be sung as a goodbye song at the end of the day.

By saying hello and goodbye you are signifying how important the child is and that you are pleased to see them or will miss them until tomorrow.

Stand in a circle and ask children to go round the circle saying 'My name is ...' and then stamping their feet three times.

This circle activity is best carried out in a smaller group, perhaps half the whole group if it is large. Roll a ball to someone across the circle, as you sit on the floor. See if you can name that person. If not, then that child helps out by telling their name. Make sure everyone has the ball rolled to him or her during the circle time.

Sing: 'Do as I'm doing, follow follow me, do as I'm doing, follow follow me.'

Do an action that everyone has to follow, and then pass this round the circle, putting the name of the child in place of 'me' as they choose the action. Be prepared to support children who struggle to think of an action. Again this is more successful with half the whole group, if the group is large.

Go round the circle, with each child saying their name and something they like to do. They then pass round a beanbag or soft toy. The adult plays some music or makes music, using a tambourine or other percussion instrument. The child who is holding the beanbag or soft toy when the music stops, or when the agreed sound is made, is 'it' and the other children should try to remember their name and what they like doing.

Circle games for developing group identity and community

Clap your hands

'Clap your hands and wiggle your fingers' is another song that can be adapted, using children's suggestions (for example, 'Clap your hands and stamp your feet').

'Clap your hands and wiggle your fingers, clap your hands and wiggle your fingers, clap your hands and wiggle your fingers, now we've made a pattern.'

'We are special' game

The whole class stands in a circle and holds hands. All the children swing hands gently backwards and forwards while singing or saying, 'We are special, we are clever, we are the reception people at ... school'.

You will be surprised at the effect this has on the children and the adults!

Swap places

The children should stand up. They should swap places if asked. Alternatively they could hold up an object or sign if the statement is true of them. The practitioner should say:

'Swap places if you like eating beans'

'Swap places if you like playing in the sand'

'Swap places if you like going to the park'

and so on.

Our settings place children in family groups of about ten children with a key worker who reads stories and does circle and carpet-time work with the children. I think this helps them develop a group identity really quickly.



We adapted the 'swap places' game so that a child with mobility difficulties could join in. We used 'thumbs up' or 'wave your hands in the air'.



Pass the smile around the circle at the end of a circle time or at the end of a day.

Pass the squeeze, which means everyone holds hands and passes a gentle squeeze round the circle.

Pass the hug is a good game for helping people to feel part of the group. Make sure you explain that it must be gentle. Be sensitive to cultural differences in how comfortable children are with this kind of contact.

Rounds

Pass round the teddy. Each child should take it in turns to stroke the teddy gently and say hello.

The teacher/practitioner could go round the circle and get the children to tell teddy their name, as often as possible. The next day the teddy shows he 'has a bad memory' and will need the other children in the group to remind him of the names as he goes round. This could be extended to include something that the child has enjoyed or someone they have played with in the setting.

My favourite colour is ...

I want to ... at school today.

I want to find out ...

I feel sad/excited/scared/happy when...

Learning opportunities: belonging

Intended learning outcomes

I know I belong to my class/group.

I know the people in my class/group.

I like belonging to my group/class/school.

I know that people in my group/class like me.

I like the ways we are all different and I can tell you something special about me.

Before the children start

At an induction visit, take a soft toy (with a name) with you and give it to the child to play with, and explain that it will be waiting for them in the setting. Make sure it is there to 'greet' the child when they first arrive. You could also leave a book or puzzle for the child to read/play with at home and bring back on their first day.

Provide a list of some of the names of the children who will be joining (perhaps those who will be in the child's family group), so the parent or carer can talk about them using their names.

Write a letter to the child to invite them to the setting on their first day. Address it to the child.

Getting to know each other



Self-registration: Ask parents/carers and children to self-register by sticking names on to a Velcro™ board. Photographs can be attached to the names to help children and adults get to know ‘who is who’ in the setting. Use this to check who is there in the small group. Staff should self-register too so that children can look at their names and photographs.

Photographs with names can also be used and hung on coat-pegs. These photographs can be detached as the year goes on, as appropriate.

A Velcro™ alphabet can be used to store names and photographs.

Magnetic photographs: Take a photo of every child, cut it out, laminate it and stick magnetic tape on the back. These are useful for getting to know names and for talking about similarities and differences. Use when singing songs – for example, ‘Five children at ... setting’, instead of ‘Five currant buns in a baker’s shop’. Use when telling stories. Tell positive stories about being friends, being kind, and so on, focusing on agreed rules for the setting. Leave them out for children to play with on a magnet board. They can explore the idea of making friends with anyone whose photograph they choose.

The wider school community: Over the year, begin to create an awareness of the wider school community of which your setting may be a part. One idea is to have a partner class of older children so that once a week you meet with these partners to read a book, play a parachute game, chat, or develop other interests in common. The older class could make books for their partners. The younger class could make cards and letters for their partners, or invite the older children to their class to see something they have done together as a class.

When the younger children are to attend their first whole-school assembly, have them paired with an older child, and let the older children explain what happens. Do the same for going into the dining hall for lunch.



Circle games: the children sit in a circle with their eyes shut. The practitioner says one name, and the person named then has to name another person and so on.

Ask parents or carers to join the circle and introduce themselves and their children to the group.

Describing game: Encourage the children to take digital photographs of people doing different things in the setting. These might be used to support an activity where key attributes are described – for example, ‘I’m looking at someone who has brown hair, a pink dress and ... Who is it?’ Children should (with support if necessary) name the person from the description. They should check they have this right by looking at the picture.

Display: Ask parents to bring in photographs of the child in their home, or with a significant person, to put up on a display (or use the photo taken at the time of the home visit). Talk about the photographs with the children. Ask children to take it in turns to tell the group something about the picture.

Snap/pairs: Using the photographs you have taken at a home visit, make two sets and play snap or pairs with them.

You could also play a description game here, where you describe someone and their hair colour, clothes, and so on, and the group try to find that card. This is another good way of pointing out our similarities and differences. Sort the cards into groups. Who is wearing pink? Who is a boy? Who is smiling?

Drawing: Use a method for pairing children randomly (for example, giving out half pictures of animals or feeling faces – each child has to find the child with the matching half). The children might like to draw a picture of their partner. Help them to look at their hair and eye colour, face shape and clothes.

Welcome cards: Have the children make a welcome card for someone else in the room, allocated on a lucky dip basis. They could give the card and thank each other in person so that everyone makes a positive contact in the class or group.

Class/whole-group name

If your setting has small home or family groups with a key worker, you could set each group a challenge to create their own group name and flag or coat of arms. The flag or coat of arms should have an aspect of each of them represented. It might be their interest, their pets, their favourite toy, something about where they live, and so on. This would be copied or photographed and used as part of a display and for a range of purposes. A small circle at the centre should be left blank.

The flag or coat of arms might be reduced so that it can form part of each child's own name label. Their name or special symbol might be drawn or written at the centre. This could label their own space – for example, tray and/or peg. The class or whole group should choose a class/whole-group name. This should illustrate how the class want to be, or represent something about their class. A class flag might be made from the family group flags or coats of arms to represent the children's identities within the group – as an individual within a small group within a larger group or class.

The class/whole-group community is about balancing the needs of the whole group, the smaller group and the individual. We are encouraging children to feel safe within this community. This piece of work is about helping the children feel they belong within these three aspects of the class community.

The above opportunities support children with the following learning outcomes taken from the green stepping stones and the Early Learning Goals:

Have a sense of self as member of different communities

Have a developing respect for their own cultures and beliefs and those of other people

Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect

Learning opportunities: self-awareness

Intended learning outcome

I can tell you something special about me.



Pass a teddy around the circle and ask each child to tell the teddy something special about themselves. Be prepared to offer a suggestion for each child, or to ask a simpler question.

Repeat the above activity but ask the children this time to say something special about the child sitting next to them.

Make a 'special book' of something each child is good at, drawing on their own suggestions during discussion time.

Have children bring something special from home to talk about or display on a special table.

The above opportunities support children with the following learning outcomes taken from the green stepping stones and the Early Learning Goals:

Value and contribute to own well-being and self-control

Show confidence and ability to stand up for own rights

Be confident to try new activities, initiate ideas and speak in familiar group

Learning opportunities: understanding rights and responsibilities

Intended learning outcome

I know what to do in my classroom/setting.

Exploring the setting



Take the children in pairs or threes on a tour of the setting. 'What do you think we do here?' 'Why do you think that?' 'Do you think that you will like that?' 'Have you played this before?'

Give children a picture of something that is not on show in the setting. Ask them to go and find where it is kept. The children should come back and report where they have found it. A more difficult version would be for them to explain to another pair of children.

Play 'I spy' with attributes rather than letter sounds – for example, 'I spy with my little eye something that is big and made of wood that children climb on'.

Take children round the parts of the setting they need to know about first. Show them landmarks, easy things to help them remember where they are going. Have plenty of discussion as you go around. Be reassuring, and be careful to attend to

the children's expressions and comments so as to recognise any fears or concerns.

Set routes through the setting for children to follow – for example, 'Follow the footsteps'. Then ask them to say what they saw on their journey.

Getting to know the routines

Making books: make a group/class book about key times in the day, showing what happens at that time. Involve the children by asking them 'What would a new person need to know about lunchtime?' Take photographs; wherever possible let the children take the photographs too.

Books could be made about circle time, group time, lunchtime, home time, and so on. You could help the children make a big zig-zag book showing the rhythm of activities in a typical day. This is a good way of involving the children who are used to the setting in helping any new children to feel confident and secure.

Sing along: sing the events of the day set to a favourite tune that most children will know.

Mime: mime the day's events at the end of the session just for fun.

You can also use familiar songs such as 'Here we go round the mulberry bush', into which you can build actions.

Talk about the day: use the photographs of daily routines, taken for your pictorial timetable (see below). Spread them out on the table and suggest that children take turns and say what they like about this time of the day, or what they don't like. This provides valuable feedback for you about what is working and what needs adapting in your routines. A variation of this is to make two sets of photographs (a good idea anyway in case one gets lost) and play a pairs game. This will reinforce the names you give to the different parts of the day.



Label play areas: discuss some key activities and decide how many children might be able to use the equipment or area (such as the role-play area) at any one time. Label these with smiley faces so that the number of faces corresponds to the number of people who can be in the area at one time. If there are too many people, ask them to check against the number of smiley faces.

Pictorial timetable: Have a clear idea of the routines you want to introduce when children are new to the setting. Take photographs of particular parts of the day (sharing time, circle time, lunchtime, group time, and so on) and laminate them so that they last the year. The photographs can be backed with Velcro™. Create a strip of Velcro™ on a card mounted in a child-friendly place in your class. You, or the children, can attach the photographs in sequence, giving the child who is less confident valuable reassurance about what will happen that day. This activity can also be used to talk regularly about the routine and involve the children in remembering what comes next. Individual photographs can be removed when that part of the session is finished. Invite a child to come and tell everyone else what is going to be happening today, using the pictorial timetable to help them. This could be on a rota basis so that everyone gets a turn.

Prompt: Talk about what is coming next all day long. This is particularly important in the early weeks. The more you do this, the more secure your children will feel.

Whenever a new child joined my class, one of the children who was used to the setting was buddied up with them. One of their first jobs was to show the new child our class book, which they were allowed to keep with them while they settled in. Every time one of our new children came up with a new query or concern (wet play, for example) we added an extra page. In the end, we made a 'talking book' on the computer and the children all got involved in recording their own explanations. We even got them to make versions in different languages.



We added objects of reference to the photos in the key areas (e.g. a spade for the sand area, a crayon for the art area), and had a decorated box which had the same set of objects in it, so that a girl who has learning difficulties could tell us what she wanted by choosing from the box.



Give 5-minute warnings of what will happen next, focusing particularly on those children who don't like change or find it difficult to finish things.

Family or home groups can be used to support children's understanding of the routines in the setting. The flag or coat of arms that the group has made could be moved to the area of the classroom in which the group is going to be playing and learning. Children might be encouraged to use these groups as a source of support. For example, if a child is stuck, they might be encouraged to ask for help from someone in their home group. If they are feeling lonely in the playground, a member of the family or home group might be encouraged to support them.

Have regular discussion about what children liked and disliked about the day. Encourage parents to do the same at home (using the Gold set activities) and to keep you well informed if there are things you need to deal with at school.

Make sure you talk about the routines in the setting regularly, so that all children have opportunities to understand and feel secure about them. Be consistent in your routines and try not to change them too much at the beginning.

Introduce new things slowly, giving warnings and explanations about when and where and how.

The above opportunities support children with the following learning outcomes taken from the green stepping stones and the Early Learning Goals:

Take risks and explore within the environment

Have an awareness of the boundaries set and behavioural expectations within the setting

Understand what is right and wrong and why

Select and use activities and resources independently

In our school we have a home-school notebook for children who find it hard to remember what they have done – we write one or two prompts for parents/carers.



Learning opportunities: understanding my feelings

Intended learning outcomes

I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people).

I can tell if I am happy or sad.

I can let you know if I feel happy, excited, sad or scared.

We use our tactile 'feeling cards' made with buttons, so that a child with a visual impairment could access this activity.



Have a selection of pictures or photographs showing different feelings, including happy, sad, scared and excited. You could use the *Feelings identikit* sheets from the CD-ROM that accompanies these materials, or the *Feeling fans* from the whole-school resource file. If you use photographs, be sensitive to cultural differences in the way emotions are expressed and include a range of different ethnicities. You could use photographs from the whole-school resource file, or take your own.



Read the story *The new boy* from the resource sheets or use another, similar story you have read to the children. Remind children of some of the things that happened in the story and ask them to point to the face that shows best how Atiq might have been feeling at that point in the story.

Take turns round the circle to tell the group something about the face. Encourage lots of chat about the faces, the position of the eyes, mouth and eyebrows. You might find that some aspects of the *Feelings detective* poster from the whole-school resource file are helpful here.

Ask children to show you what their bodies would look like if they were feeling like this. Describe what you see: 'Oh I can see you look sad because your mouth is turned down, your eyes don't look sparkly, and your head is hanging down.'

Ask if anyone would like to tell of a time they felt this way.

You could develop children's awareness of facial expressions by making cards of eyebrows, mouths, noses, and so on, from magazine cuttings. Put one facial feature on to each card. Play as a game, choosing the features you need to make a face. Ask the children to look at the face they have made and say what their person is feeling.

Use photographs or pictures of children engaged in activities and looking happy, sad, excited or scared. Spread them out so the children can see them. Play 'Pass the sentence'. In a circle, children say in turn 'I feel happy (or sad or excited or scared) when ...'. If they are not sure what to say, they can use the pictures as a prop.

It is important to keep a balance of comfortable and uncomfortable emotions at all times so that children begin to realise that it is acceptable and OK to show their emotions to people, whatever they are. Tell the children that all feelings are OK to have, even if some do not feel very comfortable inside. However, you will need to emphasise that, even if we feel uncomfortable or miserable, it is not OK to behave in ways that hurt other people. Talk to the children about the ways children behaved in the story and whether or not these were OK.

Following circle times on key feelings, you could ask the children to look in the mirror and make a happy/sad/scared/excited face, then draw the face. Ask: 'What makes you feel like this in the setting?' Adults scribe this and then type it up in a speech bubble to go with the picture. Make all these into a group poster to be displayed in the room or to a wider audience in a hall or corridor.



To help children identify how they are feeling, you could have a clothes line with different 'feeling faces' on it. Children could, in the course of the day, match their own photograph/name to the feeling face that best reflects how they are feeling. Or use symbol cards for happy, scared, excited and sad to encourage children to show how they are feeling.

I used a back-to-back activity here. We gave one child a photo of a face displaying a feeling and they then described the face to their partner, who had to draw it from the description.



The above opportunities support children with the following learning outcomes taken from the green stepping stones and the Early Learning Goals:

Value and contribute to own well-being and self control

Have a positive self-image and show that they are comfortable with themselves

Respond to significant experiences, showing a range of feelings when appropriate

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others

Learning opportunities: managing my feelings

Intended learning outcome

I know some ways to calm myself down when I feel scared or upset.



Remind children of the story *The new boy*. In the story, Kaltun felt upset and cross because she wanted Sam to play with her, not with Atiq. It took her a long while to calm down. Ask the children what they do when they have an 'uncomfortable' feeling – what would they advise Kaltun to do? If possible, ask children to demonstrate (for example, doing something they like doing/breathing deeply five times). Ensure that all the children can do the deep breathing. It will help, as they practise this, if they blow gently on the back of their hand as they exhale. Make a display, 'When I have uncomfortable feelings, I can ...' by photographing children demonstrating their strategies.

Reinforce these strategies whenever possible in real-life situations.

Acknowledge children's feelings at all times, even if you need to work on the way they handle them. Every feeling is valid.

The above opportunities support children with the following learning outcomes taken from the green stepping stones and the Early Learning Goals:

Express needs and feelings in appropriate ways

Respond to significant experiences, showing a range of feelings when appropriate

Consider the consequences of their words and actions for themselves and others

Learning opportunities: social skills

Intended learning outcomes

I can share in a group.

I can take turns in a group.

I can join in with other children playing a game.

I know how to be kind to people who are new or visiting the classroom.



Extend the story of Atiq, perhaps reflecting things that have happened, or might happen, in your setting, in order to provide a context for teaching social skills as appropriate and reinforcing the routines. Tell stories about things that you see going wrong in the class and through the stories teach the right things, giving possible phrases children might find useful to join a game – for example, say sorry, ask to borrow something, and so on.

Have a sports afternoon where the aim is for the mixed teams to finish having been as kind as possible to each other. Give prizes for this rather than winning.

Continue to build the atmosphere where positive behaviours can be encouraged – for example, being as welcoming as possible and constantly focusing on what the children are getting right rather than on what they have yet to learn.

Catch children 'being good'. Give specific praise, using the child's name, to children you see doing the right thing. It is important to let the child know exactly what you liked about what they did – for example, 'Jordan, I really like the way you picked up the bricks from the floor and put them away in the right place. Thank you for looking after our toys.' Take photographs of the children doing the right things socially, display these and refer to them often.

The above opportunities support children with the following learning outcomes taken from the green stepping stones and the Early Learning Goals:

Initiate interactions with other people

Operate independently within the environment and show confidence in linking up with others for support and guidance

Form good relationships with adults and peers

Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously

Learning opportunities: understanding the feelings of others

Intended learning outcomes

I know that everybody in the world has feelings.

I know how to be kind to people who are new or visiting the classroom.



Humphrey Hedgehog feels scared

Note: This might be an opportunity to use a Persona doll if you have one, as an alternative to a soft toy or puppet.

Place Humphrey (or another suitable soft toy or puppet) under one of the chairs or a beanbag – somewhere he is visible but where he might hide if he was scared. When the children are settled on the carpet, explain that you have a visitor and go to introduce him. But he is not there. Ask the children if they have seen him. Don't let them go and get him but go yourself. Ask the children why they think he might be hiding. When they have made many suggestions, ask them how we might find out. Hopefully, they will suggest someone asks him. Go up to the hidden Humphrey and ask him why he is hiding. Explain his answer – 'He is scared.'

Explore with the children all the reasons why Humphrey might feel scared. Ask them to talk in pairs about times they have felt scared. List all their ideas. Ask Humphrey: 'Are you scared because ...?'

Humphrey is scared because he doesn't know the children and he doesn't know if they like hedgehogs. He agrees to come out as long as he can sit by himself on your knee.

Ask the children for ideas to make Humphrey feel OK. They should work together in their home groups with support where necessary. They should illustrate their ideas and present them to Humphrey.

Humphrey thinks that all the ideas are very good and he would like to join in the setting. Each home group should have some time with Humphrey in their group doing their next activity. They should try out the ideas they have thought of. If possible, take photographs of them trying out their ideas for use in the review at the end of the day.

Review the session and think together about:

the things that make us scared;

words we can use when we are scared;

how we helped Humphrey to overcome his fear;

what we do when we are scared to make ourselves feel better.

The above opportunities support children with the following learning outcomes taken from the green stepping stones and the Early Learning Goals:

Have an awareness of and show interest and enjoyment in cultural and religious differences

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others

Have a developing respect for their own cultures and beliefs and those of other people

Understand that people have different needs, views, cultures and beliefs that need to be treated with respect

Understand that they can expect others to treat their needs, views and cultures and beliefs with respect

Ongoing activities

Effective strategies to develop an environment that supports the skills identified in this theme include the following:

Organising the day

Organising opportunities to introduce language of feelings through, for example, role-play and circle time.

Ensuring a balance of stimulating, new and challenging activities, materials and equipment, and familiar activities, materials and equipment.

Time provided for individual play with adult support when needed.

Free choice time, with a balance of activities.

Opportunities for children to take responsibility within the setting – for example, involvement in setting routines.

Outcomes that are decided by the children.

Organisational systems that encourage children to be involved in planning what they are going to do – for example, a planning board.

Opportunities throughout the day to allow children to show or tell others about what they are doing.

Arrangements for visitors to come to the setting, so that children can have practice in welcoming them.

Involving parents in the setting and providing information so that they can talk to the child about what they do well and help them use the language of feelings.

The environment

Providing an environment that encourages independence.

Providing areas for different activities and personal choices – for example, quiet restful areas, areas with mirrors.

Ensuring an inclusive environment where all children are fully included in the setting with support to help them access opportunities when appropriate.

Providing a multi-cultural environment where the cultural diversity within the setting is recognised and celebrated.

Using interactive displays.

Providing resources to encourage collaborative play.

Displaying the children's work carefully, showing the respect you have for them and their learning. Include a lot of the children's speech in your displays as this also signifies to them that you value what they say.

The role of adults

A questioning environment where children are given open-ended problem-solving tasks.

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

Adults who support children's ideas and use questioning to encourage the generation of new ideas.

Adults who use a predictable and calm management style.

Adults who make much use of specific praise.

Opportunities for children to talk to adults alone or in groups.

Positive behaviour management strategies linked to appropriate expectations and intervention.

Adults who support children in resolving conflict if the need arises.

Good role models of social conventions and interactions.

Adults involved in children's play, including imaginative play.

Adults who support all children to identify and reflect on their own gifts and talents.

Opportunities for feedback, both formative and positive, and for children to review and comment on their achievements.

Questions for reflection and enquiry

Note: These questions offer an opportunity to foster children's feelings of self-worth and let them know that they are valued as unique individuals, as well as developing their social and cognitive abilities. Let children know when you have learned something new about them. Model treating each individual with respect.

Give the children scope to learn about themselves. Give them time to talk about what has happened and how it could be different next time:

- What happened in the setting today?
- I wonder what made you feel this way? Why was that?
- How does that make you feel?
- I wonder why ... did that? What do you think?
- If you did ... what do you think might happen?
- What happened when ... did that yesterday?
- What do you think will happen next?
- How do you know?
- How did you learn that?

Review

- What is your home/family group name?
- What is our class/big group name?
- What is the best thing about being part of the ... home/family group?
- What is the best thing about being part of the ... class/big group?
- How can we make sure the ... group/class is a good place to be and we don't feel scared? (Remind the children of Humphrey Hedgehog.)

The ideas from this last question can be used to develop a very simple description (charter) of how children want their class or group to be, which the children sign and pin up in the setting.

Take photographs of the children modelling each item on the charter (for example, being friendly, giving a toy, sharing) so that you can make a poster or display.

Our class charter

We want our class to be a fair and happy place where we can play and work together.

So we promise to:

Signed:

Red set resource sheet: Later Foundation Stage

Read the story *The new boy* to the children, to set the scene for the work they will be doing on new beginnings.

One day Kaltuun was in the setting playing with the sand and the pretend flowers. She was giving them a drink so that they would grow nice and tall. She looked up and saw Sam.

Kaltuun said, 'Come and play with me!'

Sam said, 'OK,' and smiled as he went over to join Kaltuun.

Sam and Kaltuun were good friends. They played a lot together in the setting and at home.

How do you think they feel about having each other to play with?

As they played in the sand, the door of the setting opened and a small boy came in with his mum. They went over to Miss Smile and the grown-ups began chatting. The small boy looked around as he held his mum's hand very tightly. He looked a bit sad, his mouth was sad, and his eyes looked sad too, as if he might cry.

Why do you think the small new boy is looking and feeling sad?

Miss Smile began to talk to the small boy. She took him by the hand and began to show him some of the things in the setting. They began to walk over to the sand where Kaltuun and Sam were playing.

Kaltuun looked at Sam with not a very happy look. 'We don't want anyone else to come and play do we?' she said.

Sam said, 'No.'

Miss Smile asked Sam and Kaltuun to help Atiq to feel welcome in the setting by playing with him.

Sam tried to talk to Atiq, but it was hard because he didn't say anything back.

Why do you think Atiq didn't say anything to Sam?

Miss Smile noticed that Atiq wasn't very happy and she came over to help him to feel welcome.

'Kaltuun and Sam, I need your help to make Atiq feel as happy as you do at school. Do you think you could help him by taking him to find the train track? His Mum told me he loves to build train tracks.'

'Would you like that, Atiq?' she said. Atiq nodded.

Kaltuun felt fed up because she liked playing with the sand and she didn't want to play with the train, but she thought she had better do what Miss Smile had asked her.

Sam felt sad for Atiq because he could remember when it was his first day and he had been sad too.

Who do you think might help Atiq to feel welcome in this story?

Sam showed Atiq where the train set was and they began building it together.

Kaltuun watched, but she didn't join in because she felt too sad about Sam not playing with her.

She began to feel upset and cross at the same time. Why should her friend go away from her? She stamped her foot and began to shout.

'I don't want to play trains. I want Sam to play with me.' She began to cry and shout. 'It's not fair. Sam's my friend.'

Her face went red and she felt hot. Tears ran down her face. She was very upset and angry. She didn't know how to stop feeling like this. Atiq and Sam looked frightened as they listened to the noise she was making.

What would you do if you were very angry, cross or upset and you couldn't stop crying? Let's find out how Kaltuun stopped.

Miss Smile came over to Kaltuun and said, 'I can see you are very upset, Kaltuun. We need to talk about it so that I can help you sort this out, but we can't do that until you calm down. Kaltuun, can you look at me? I want you to take a deep breath like me, and we'll do it together. Can you do that, Kaltuun? Watch me.'

Miss Smile took a deep breath and let it out three times, like this (demonstrate this).

Kaltuun told Miss Smile why she was upset and Miss Smile listened carefully.

Miss Smile gave Kaltuun a hug and explained that it was OK because we can all have lots of friends at nursery/playgroup and she was sure Sam could be Atiq's and Kaltuun's friend. She suggested they asked Sam what he thought.

Kaltuun felt much happier and later on that day she had a lovely time with Sam and Atiq playing with the bricks.

Miss Smile talked to the children who had helped Atiq to feel welcome in his new class and told them how pleased she was to see how friendly and kind they could be.

What would you do in that class to make Atiq feel welcome for the rest of the day?

Red set

Curriculum and other links/follow-up work

Core activity: Creating a class or group family album, or a wall display 'All about us'. This might include photographs, drawings of children and adults in the class, some information about each child and adult (about their families, home cultures, likes, dislikes, etc.), shared agreements made with the children about class or group 'dos and don'ts', and information for newcomers.

Communication, language and literacy: Read stories and non-fiction such as *I won't go there again* by Susan Hill (Walker Books) ISBN 0744520916, *The red woollen blanket* by Bob Graham (Walker Books) ISBN 0744575575, *Timothy goes to school* by Rosemary Wells (Penguin) ISBN 0140547150, *Starting school* by Allen Ahlberg (Puffin Books) ISBN 014050737X, *I am absolutely too small for school* by Lauren Child (Orchard Books) ISBN 1843623668, *Clever sticks* by Bernard Ashley (Picture Lions) ISBN 0006638554 or *Little rabbit goes to school* by Harry Horse (Viking) ISBN 0670912832. Hot-seat children, after sharing the book, with other children asking the child in the seat what they felt and thought at different points in the story.

Using a classroom puppet or soft toy, create a story which explains the toy coming to life when we have gone home. He explores the setting when we are not there. Give descriptions of the area he found and things he did. Ask the children where this might be. The toy could ask for help from the children to find a particular thing, so that another night he might find it himself.

Mathematical development: Build on the work you have done to help the children understand how many people are able to be in an area or use particular equipment at one time by supporting them in counting and matching activities.

Build on your pictorial timetable by involving children in sequencing pictures of regular events in the setting, and making their own sequences for events at home. Use the language of 'first', 'second', 'next', 'finally', and so on. Encourage children to sequence events at different levels of detail. For example, sequence events in the day (I get up, have breakfast, come to school, etc.), in the last hour, or since the children were asked to clear up (I washed the paintbrushes, put them away, took my apron off, etc.) Begin to sequence the days of the week, linking this to particular events in the setting or at home.

Knowledge and understanding of the world: Ask the children how they could make it easier for newcomers to find their way around the setting. Take a camera round the setting with the children and take pictures of landmarks. Make a pictorial map of parts of your setting and its wider context (for example, the steps up to the hall or the flowers on the way to the gym). Use drawings done by the children as well. Involve the children in helping you label the photographs and drawings with the correct names. Encourage children to have a go at explaining how to get to one of these places. Set up a laptop in your class showing a slide show of the journey taken, for example, to go to the gym, hall, library, and so on. Discuss this with the children.

Physical development: Children are introduced to many new skills at this age, such as learning to ride a bike, do a handstand, get to the top of the climbing frame or cross the ladder bridge, skip or swim. Encourage them to articulate the emotions that go with this new learning (fear, anxiety about failure, excitement, pride).

Creative development: Provide a large mirror and a range of materials with which children can make pictures of themselves. Add speech bubbles scribed by adults saying something the child likes and something they don't like.

Encourage children to use a range of media to express and explore some of the feelings you have been discussing: they might choose to pound the clay if they are fed up or angry, cover a big sheet of paper with paint if they are upset, use musical instruments to make particular sorts of sounds, run outside to twirl and twirl around because they are excited, and so on.

Red set

Exemplar sequence of work: communication, language and literacy

Theme	New beginnings Foundation Stage
SEAL objectives	To identify and manage feelings of fearfulness and sadness
Links to Early Learning Goals for communication, language and literacy	<p>To interact with others, negotiating plans and activities and taking turns in conversation</p> <p>To use language to imagine and recreate roles and experiences</p> <p>To enjoy listening to and using spoken and written language, and readily turn to it in their play and learning</p> <p>To sustain attentive listening, responding to what has been heard by relevant comments, questions or actions</p> <p>To listen with enjoyment, and respond to stories ... make up own stories</p> <p>To explore and experiment with sounds, words and texts</p>
Linked literacy unit of work	Narrative: predictable structures and patterned language
Literacy objectives	T1, T6, T7, T10, T11, T12a
Outcome	Retelling stories using a variety of props and artefacts
Text	<i>Owl Babies</i> by Martin Waddell (Walker Books) ISBN 0744531675
Text themes	The story depicts the anxieties felt by a family of baby owls when their mother goes hunting each night, and their relief and joy at her return.
Possible focuses for response to this text	<i>Note:</i> As the teacher, you will be working in role as Bill. It may be useful to have a prop of some sort to denote when you are in role.
Suggested related activities	<p>Read <i>Owl Babies</i> to the children. Ask them to be alert throughout to expressions on the faces of the owls, which show them feeling afraid or anxious. Focus particularly on the expressions of Bill and ask the children to discuss with a talk partner what he might be feeling and thinking. Scribe some ideas on to thought bubbles and insert them in the appropriate places.</p> <p>In another session, ask the children: 'Have you ever felt like Bill? What do we call these kinds of feelings?' Ask children to tell each other about any experiences that parallel Bill's – for example, leaving Mummy/Daddy/carer on the first day of school or getting lost in the supermarket. Challenge children to show how they felt on their own faces and take photographs of these to attach to the original story using re-usable sticky pads alongside the illustrations of the owls.</p> <p>Another session could be used to develop role-play. Tell the children that they are going to imagine what happened after the end of the story. Tell them that Sarah, Percy and Bill meet their other owl friends in the playground at Owl School and they all talk about what they do when their mums and dads go out hunting. The children might like to role-play these conversations, with two confident</p>

	<p>children taking on the roles of Sarah and Percy and you in role as Bill. The rest of the class can go into role as their owl friends. In your role as Bill, generate a conversation about how you sometimes feel very scared and how happy you are when your owl mother comes back. Encourage the children to use comforting language to make you (Bill) feel better. This may involve moving in and out of the drama to reflect on what is happening.</p> <p>Out of role, discuss what happened in the playground. Did the other owls feel the same as Sarah, Percy and Bill? How should we talk to people like Bill when they feel really scared?</p> <p>Make owl puppets/soft toys available so that children can both re-enact the story, and role-play reassuring Bill. They can continue to experiment with different words and actions to make him feel better.</p>
Alternative/additional texts with similar themes	<p><i>This is the bear and the scary night</i> by Sarah Hayes (Walker Books) ISBN 0744594820</p>

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