



The Little Learning Tree Preschool  
Growing Together



2020

# Personal, Social and Emotional Development

Supporting Learning at  
Home



Listening Ears



Making Relationships



The Little Learning Tree Preschool  
Growing Together



# EYFS

## A unique Child:

This is what we see children doing at different ages and stages of development




## Positive Relationships:

This is what parents themselves can do to support their children at each age and stage of development.



The Little Learning Tree Preschool  
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Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Personal, Social and Emotional Development: Making relationships			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<ul style="list-style-type: none"> <li>Enjoys the company of others and seeks contact with others from birth.</li> <li>Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure babies have their own special person in the setting, who knows them really well and understands their wants and needs.</li> <li>Tune in sensitively to babies, and provide warm, loving, consistent care, responding quickly to babies' needs.</li> <li>Hold and handle babies, since sensitive touch helps to build security and attachment.</li> <li>Ensure that the key person or buddy is available to greet a young baby at the beginning of the session, and to hand them over to parents at the end of a session, so the young baby is supported and communication with parents is maintained.</li> <li>Engage in playful interactions that encourage young babies to respond to, or mimic, adults.</li> <li>Follow the baby's lead by repeating vocalisations, mirroring movements and showing the baby that you are 'listening' fully.</li> <li>Notice when babies turn away, signalling their need for less stimulation.</li> <li>Discover from parents the copying games that their babies enjoy, and use these as the basis for your play.</li> <li>Talk with babies about special people, such as their family members, e.g. grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff are aware of the importance of attachment in relationships.</li> <li>Ensure the key person is paired with a 'buddy' who knows the baby and family as well, and can step in when necessary.</li> <li>At times of transition (such as shift changes) make sure staff greet and say goodbye to babies and their carers. This helps to develop secure and trusting three-way relationships.</li> <li>Plan to have one-to-one time to interact with young babies when they are in an alert and responsive state and willing to engage.</li> <li>Display photos of family and other special people.</li> <li>Share knowledge about languages with staff and parents and make a poster or book of greetings in all languages used within the setting and the community.</li> <li>Repeat greetings at the start and end of each session, so that young babies recognise and become familiar with these daily rituals.</li> </ul>
 8-20 months	<ul style="list-style-type: none"> <li>Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>Builds relationships with special people.</li> <li>Is wary of unfamiliar people.</li> <li>Interacts with others and explores new situations when supported by familiar person.</li> <li>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</li> </ul>		
 16-26 months	<ul style="list-style-type: none"> <li>Plays alongside others.</li> <li>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</li> <li>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>Involve all children in welcoming and caring for one another.</li> <li>Give your full attention when young children look to you for a response.</li> <li>Enable children to explore by providing a secure base for them.</li> <li>Help young children to understand the feelings of others by labelling emotions such as sadness or happiness.</li> </ul>	<ul style="list-style-type: none"> <li>Play name games to welcome children to the setting and help them get to know each other and the staff.</li> <li>Regularly evaluate the way you respond to different children.</li> <li>Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult.</li> <li>Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.</li> </ul>

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# EYFS

## Enabling Environments:




These are examples of activities you can do and resources you can use at each age and stage of development

Remember:

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You can look on Tapestry to see where you feel your child lies in the stages of development and use the ideas in this stage

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Personal, Social and Emotional Development: Making relationships			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that children have opportunities to join in.</li> <li>Help them to recognise and understand the rules for being together with others, such as waiting for a turn.</li> <li>Continue to talk about feelings such as sadness, happiness, or feeling cross.</li> <li>Model ways of noticing how others are feeling and comforting/helping them.</li> </ul>	<ul style="list-style-type: none"> <li>Make time for children to be with their key person, individually and in their key group.</li> <li>Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces.</li> <li>Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.</li> </ul>
 30-50 months	<ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults.</li> <li>Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.</li> <li>Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.</li> <li>Plan support for children who have not yet made friends.</li> </ul>	<ul style="list-style-type: none"> <li>Plan activities that require collaboration, such as parachute activities and ring games.</li> <li>Provide stability in staffing, key person relationships and in grouping of the children.</li> <li>Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions.</li> <li>Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.</li> <li>Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.</li> </ul>
 40-60+ months	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> <li>Support children in linking openly and confidently with others, e.g. to seek help or check information.</li> <li>Model being a considerate and responsive partner in interactions.</li> <li>Ensure that children and adults make opportunities to listen to each other and explain their actions.</li> <li>Be aware of and respond to particular needs of children who are learning English as an additional language.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.</li> <li>Ensure children have opportunities to relate to their key person, individually and in small groups.</li> <li>Provide activities that involve turn-taking and sharing in small groups.</li> </ul>

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# Activity Ideas

## Building a Den

Build a den together to make a space to talk together, role play and read stories. This works well with siblings and can be done inside or outside.



## Construction

Build monsters, fairy and dinosaur gardens, towers, dens, anything that gets you working together!



## Video calling Friends and Family

Use this time to support your child in using technology to build stronger relationships with family members and even school friends!





Tidy Up



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Self-Confidence  
and Self-  
Awareness

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 <b>Birth - 11 months</b>	<ul style="list-style-type: none"> <li>Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.</li> <li>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.</li> </ul>	<ul style="list-style-type: none"> <li>Show your pleasure in being with the baby.</li> <li>Be close by and available, to ensure that babies feel safe and loved even when they are not the centre of adult attention.</li> <li>Say or sing made-up rhymes or songs while stroking or pointing to the babies' hands, feet or cheeks.</li> <li>Respond to and build on babies' expressions, actions, and gestures. Babies will repeat actions that get a positive response from you.</li> <li>Find out what babies like and dislike through talking to their parents.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a sofa or comfy chair so that parents, practitioners and young babies can sit together.</li> <li>Give babies toys to hold while you are preparing their food, or gathering materials for a nappy change.</li> <li>Plan to have times when babies and older siblings or friends can be together.</li> <li>Devote uninterrupted time to babies when you can play with them when they are ready to engage. Be attentive and fully focused.</li> <li>Plan time to share and reflect with parents on babies' progress and development, ensuring appropriate support is available where parents do not speak or understand English.</li> </ul>
 <b>8-20 months</b>	<ul style="list-style-type: none"> <li>Enjoys finding own nose, eyes or tummy as part of naming games.</li> <li>Learns that own voice and actions have effects on others.</li> <li>Uses pointing with eye gaze to make requests, and to share an interest.</li> <li>Engages other person to help achieve a goal, e.g. to get an object out of reach.</li> </ul>	<ul style="list-style-type: none"> <li>Playfully help babies to recognise that they are separate and different from others, e.g. pointing to own and baby's nose, eyes, fingers.</li> <li>Give opportunities for babies to have choice, where possible.</li> <li>Follow young babies' lead as they explore their surroundings, people and resources.</li> <li>Talk to babies about puzzles they encounter such as how to get their sock back from where it has fallen, asking whether they can do it or if they might need help.</li> </ul>	<ul style="list-style-type: none"> <li>Place mirrors where babies can see their own reflection. Talk with them about what they see.</li> <li>Offer choices, e.g. different vegetables and fruit at snack time or different toys.</li> <li>Allow enough space for babies to move, roll, stretch and explore.</li> <li>Respond to what babies show you they are interested in and want to do, by providing a variety of activities, stories and games.</li> </ul>
 <b>16-26 months</b>	<ul style="list-style-type: none"> <li>Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</li> <li>Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</li> <li>Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure the child can explore from the secure, close-by presence of their key person.</li> <li>Model pretend play.</li> <li>Share children's pleasure when they do something for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Making choices is important for all children. Consider ways in which you provide for children with disabilities to make choices, and express preferences about their carers and activities.</li> <li>Display photographs of carers, so that when young children arrive, their parents can show them who will be there to take care of them.</li> <li>Share with children photographs of their activities, talking with them about what they did and how they felt.</li> </ul>

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	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that children's interest may last for short or long periods, and that their interest and preferences vary.</li> <li>• Value and support the decisions that children make</li> <li>• Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else.</li> <li>• Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with staff and parents how each child responds to activities, adults and their peers.</li> <li>• Build on this to plan future activities and experiences for each child.</li> <li>• As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts.</li> <li>• Consult with parents about children's varying levels of confidence in different situations.</li> <li>• Record individual achievements which reflect significant progress for every child.</li> <li>• Seek and exchange information with parents about young children's concerns, so that they can be reassured if they feel uncertain.</li> <li>• Vary activities so that children are introduced to different materials.</li> <li>• Make materials easily accessible at child height, to ensure everybody can make choices.</li> </ul>
 30-50 months	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to see adults as a resource and as partners in their learning.</li> <li>• Teach children to use and care for materials, and then trust them to do so independently.</li> <li>• Ensure that key practitioners offer extra support to children in new situations.</li> </ul>	
 40-60+ months	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Early Learning Goal</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> <li>• Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.</li> <li>• Offer help with activities when asked but not before.</li> <li>• Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness.</li> <li>• Recognising and enjoying children's success with them helps them to feel confident.</li> <li>• Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker.</li> </ul>	<ul style="list-style-type: none"> <li>• Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities.</li> <li>• Provide experiences and activities that are challenging but achievable.</li> <li>• Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.</li> <li>• Provide regular opportunities for children to talk to their small group about something they are interested in or have done.</li> <li>• Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.</li> </ul>

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# Activity Ideas



## Choices

Allow your child to make choices within their daily routines, such as, what to wear and what toys to play with.



## Photo walks

Support your child to take photos of their favourite things they see on your walks. Then talk about them together when you get back home



## Independence

Allow children to do things for themselves and give lots of praise when they complete something on their own, such as, getting dressed, doing a puzzle, using scissors or helping to make meals.



The Little Learning Tree Preschool  
Growing Together

Gentle Hands



Managing  
Feelings and  
Behaviour



# Parent Learning

## Promoting Positive Behaviour



### Give positive feedback

Positive feedback is the best and most effective way to promote positive behaviour and discourage inappropriate behaviour. This encourages the development of self-confidence and self-esteem. Children need to know they are getting it right through adults using:

- o Positive and warm body language
- o Tone of voice
- o Physical touch
- o Praise and compliments
- o Encouragement
- o Attention
- o Treats, rewards and privileges
- o Specific instruction e.g. 'well done for picking up the Lego'.

When children are praised and rewarded for positive behaviour they are more likely to repeat the appropriate behaviour again and eventually it will become habit.

# Parent Learning

## Promoting Positive Behaviour



### Use positive language

Say what you want, not what you don't want. The easiest way to remember this technique is to stay positive. Tell a child what you want him/her to do, instead of what not to do. Here are a few examples:

Don't say: "Don't throw the truck." Instead: "The truck is for driving. You may throw this soft ball."

Don't say: "Don't climb with a toy in your hand." Instead: "I'll hold your toy while you climb."

Don't say: "Don't chew books." Instead: "We look at books. Take the book out of your mouth."

Don't say: "Don't shut the door." Instead: "Leave the door open."

Don't say: "Don't eat the crayon." Instead: "Crayons are for drawing."



# Parent Learning

## Promoting Positive Behaviour



Set clear boundaries which are fairly and consistently applied by all.  
Be consistent and fair.

It is very important that in managing children's behaviour we all give a consistent message about what is, and what is not, acceptable.

We need to have in place a strategy where everyone plays by the rules. Setting boundaries teaches children that there are consequences of inappropriate behaviour. Knowing that there are boundaries provides children with a safe and secure environment, thereby promoting good mental health.

Verbal expressions of anger, disappointment, concern or sadness are best communicated by saying 'I feel...', rather than 'You are...'

It is important that consequences are used consistently by both parents or carers and the child needs to know what the possible consequences might be for inappropriate behaviour.

As adults we have to make it quite clear to children that we care enough about them to act and do something to stop their inappropriate behaviour. This makes them feel safe and secure within set boundaries.

# Parent Learning

## Promoting Positive Behaviour



### Prioritise what is important

Choose your 'battles' – some behaviours just fade away if they are ignored.

If children are constantly being told, 'no, no, no', then the atmosphere at home becomes very negative.

As a family, decide which boundaries or rules are important and 'non-negotiable' and in other instances consider negotiation and compromise.



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 Birth - 11 months	<ul style="list-style-type: none"> <li>Is comforted by touch and people's faces and voices.</li> <li>Seeks physical and emotional comfort by snuggling in to trusted adults.</li> <li>Calms from being upset when held, rocked, spoken or sung to with soothing voice.</li> <li>Shows a range of emotions such as pleasure, fear and excitement.</li> <li>Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.</li> </ul>	<ul style="list-style-type: none"> <li>Find out as much as you can from parents about young babies before they join the setting, so that the routines you follow are familiar and comforting.</li> <li>Use calming processes such as rocking or hugging.</li> </ul>	<ul style="list-style-type: none"> <li>Learn lullabies that children know from home and share them with others in the setting.</li> <li>Have a cosy, quiet place for babies to be calm.</li> <li>Provide comfortable seating such as a sofa or cushions for baby and key person to be together.</li> <li>Suggest to parents bringing something from home as a transitional (comfort) object.</li> </ul>
 8-20 months	<ul style="list-style-type: none"> <li>Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.</li> <li>Growing ability to soothe themselves, and may like to use a comfort object.</li> <li>Cooperates with caregiving experiences, e.g. dressing.</li> <li>Beginning to understand 'yes', 'no' and some boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>Establish shared understandings between home and setting about ways of responding to babies' emotions.</li> <li>Make sure the key person stays close by and provides a secure presence and a refuge at times a child may be feeling anxious.</li> <li>Support children who are anxious on separating from their parents by acknowledging their feelings and reassuring them.</li> <li>Demonstrate clear and consistent boundaries and reasonable yet challenging expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Have resources including picture books and stories that focus on a range of emotions, such as 'I am happy'.</li> <li>Keep toys and comforters in areas that are easy for babies to locate.</li> <li>Ensure that children can use their comfort objects from home when in the setting.</li> <li>Share information with parents to create consistency between home and setting so that babies learn about boundaries.</li> </ul>
 16-26 months	<ul style="list-style-type: none"> <li>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</li> <li>Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</li> <li>Responds to a few appropriate boundaries, with encouragement and support.</li> <li>Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> </ul>	<ul style="list-style-type: none"> <li>Help young children to label emotions such as sadness or happiness, by talking to them about their own feelings and those of others.</li> <li>Be aware of and alert to possible dangers, while recognising the importance of encouraging young children's sense of exploration and risk-taking.</li> <li>Reduce incidents of frustration and conflict by keeping routines flexible so that young children can pursue their interests.</li> </ul>	<ul style="list-style-type: none"> <li>Choose books and stories in which characters help and support each other.</li> <li>Duplicate some materials and resources to reduce conflict, e.g. two tricycles or two copies of the same book.</li> </ul>

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	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>	<ul style="list-style-type: none"> <li>Support children's symbolic play, recognising that pretending to do something can help a child to express their feelings.</li> <li>Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others.</li> <li>Help children to recognise when their actions hurt others. Be wary of expecting children to say 'sorry' before they have a real understanding of what this means.</li> </ul>	<ul style="list-style-type: none"> <li>Have agreed procedures outlining how to respond to changes in children's behaviour.</li> <li>Share policies and practice with parents, ensuring an accurate two-way exchange of information through an interpreter or through translated materials, where necessary.</li> <li>Provide areas to mirror different moods and feelings- quiet restful areas as well as areas for active exploration.</li> <li>Provide books, stories, puppets that can be used to model responding to others' feelings and being helpful and supportive to them.</li> </ul>
 30-50 months	<ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are.</li> <li>Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'</li> <li>Ask children for their ideas on what might make people feel better when they are sad or cross.</li> <li>Show your own concern and respect for others, living things and the environment.</li> <li>Establish routines with predictable sequences and events.</li> <li>Prepare children for changes that may occur in the routine.</li> <li>Share with parents the rationale of boundaries and expectations to maintain a joint approach.</li> <li>Model and involve children in finding solutions to problems and conflicts.</li> <li>Collaborate with children in creating explicit rules for the care of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide photographs and pictures of emotions for children to look at and talk about.</li> <li>Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions.</li> <li>Make available a range of music that captures different moods.</li> <li>Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line.</li> <li>Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys.</li> <li>To support children with SEN, use a sequence of photographs to show the routines in the setting.</li> <li>Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities.</li> <li>Use pictures or consistent gestures to show children with SEN the expected behaviours.</li> <li>Provide materials for a variety of role play themes.</li> <li>Provide a safe space for children to calm down or when they need to be quiet.</li> <li>Provide activities that help children to develop safe ways of dealing with anger and other strong feelings.</li> </ul>



Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.



# EYFS

## Enabling Environments:


These are examples of activities you can do and resources you can use at each age and stage of development

Remember:

Children progress at different rates and may be higher or lower in their stage of development in relation to their age.

You can look on Tapestry to see where you feel your child lies in the stages of development and use the ideas in this stage

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Personal, Social and Emotional Development: Managing feelings and behaviour			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <div>40-60+ months</div>	<ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<ul style="list-style-type: none"> <li>Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.</li> <li>Model being fair, e.g. when choosing children for special jobs.</li> <li>Be alert to injustices and let children see that they are addressed and resolved.</li> <li>Affirm and praise positive behaviour, explaining that it makes children and adults feel happier.</li> <li>Encourage children to think about issues from the viewpoint of others.</li> <li>Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve.</li> <li>Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices.</li> </ul>	<ul style="list-style-type: none"> <li>Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.</li> <li>Provide activities that require give and take or sharing for things to be fair.</li> <li>Use Persona Dolls to support children in considering fair ways to share and get on with each other.</li> <li>Involve children in agreeing codes of behaviour and taking responsibility for implementing them.</li> <li>Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.</li> <li>Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine.</li> </ul>



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# Preschool Rules



# Activity Ideas

You can share these rules with your children.  
A copy of them have been emailed to you, so  
you can display them at home



Rules @ Salvation Army



Rules @ Showfields



# Sharing

## Supporting Sharing at home

- At preschool we use a timer to support sharing, This can be adapted for home by using household items such as a kitchen egg timer or a clock to support taking turns and sharing.



# Supporting Parents at Home



## The Six Steps of Conflict resolution between children – a problem solving approach

### 1. Approach Calmly

- o Breathe. Place yourself between the children on their physical level.
- o Use a calm voice and gentle touch.

If an object is involved in the conflict say something like “I’m going to hold this while we talk about the problem.”

### 2. Acknowledge feelings

- o Give recognition to the feelings children are expressing by using simple descriptive words. For example “You look upset”

### 3. Gather Information

- o Ask the children open ended questions that will help you find out what exactly the problem is. Questions like “What’s happening?” or “What’s the problem?” or “What’s going on?” are useful at this stage. Repeat children’s words back to them to help them clarify their thoughts.

### 4. Restate the Problem

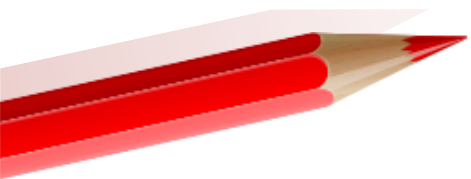
- o Say exactly what the problem is. Use words like “so the problem is....” Use the needs and details the children have described.

### 5. Ask for ideas for Solutions and choose one together.

- o Say something like “What do you think we can do to solve this problem?” Listen and let the children come up with their own ideas. Respect and explore all of the ideas even if some of them seem unrealistic. If children say they can “share” explore this idea further so that everyone is clear how the sharing will happen.

### 6. Be prepared to give follow-up support

- o When children have reached a solution check that they are both OK with it. Summarise what is going to happen by saying something like “so you’re going to .....and you’re going to.....” Then acknowledge the children have solved their problem by saying words to the effect of “You did it! You solved the problem!” This helps to build children’s confidence in their capabilities as problem solvers



# Supporting Parents at Home

## Conflict Resolution

**Stop! - Say and sign the word.**

Don't get into an argument, speak with a quieter voice and stay calm.

Try to stay relaxed and be aware of your body language. Give parallel eye contact at the child's level, be direct and be clear – 'I said "stop" and I meant it.'

'No' is a word that should be used when there is an emergency "No! Don't run across the road!" for example



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# Supporting Parents at Home

## Conflict Resolution

### Choices

Give a clear choice,

‘You can choose, either tidy up now or when everyone else has heard the story – which would you like to do?’



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# Supporting Parents at Home

## Conflict Resolution

### Distraction

Many young children can be diverted from poor or inappropriate behaviour by giving them focused attention or simply turning their attention to something else.



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# Supporting Parents at Home

## Conflict Resolution

### Quiet time – as opposed to ‘Time Out’

Quiet time may be a helpful strategy which can be used to modify persistent, unwanted, challenging behaviours within the home or setting. It is based on the idea that all children seek approval and have a need for attention from the adults around them. If children are threatened with losing this approval and attention, even if only temporarily, it can support them to modify their inappropriate behaviour.

Quiet time involves removing the child from whatever they are doing and insisting he/she sits alongside you in a safe place for a short period of time. Quiet time is not about making a child feel bad but an opportunity to be taken away from the situation as a consequence of unwanted behaviour.



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# Supporting Parents at Home

## Conflict Resolution

### Quiet time – continued..

Very young children can sometimes benefit from having a quiet time away from stressful and upsetting situations but they are not developmentally able to understand rules.

Implement quiet time if a child is not responding to usual strategies such as 'Conflict resolution', 'Stop', 'Choices' etc.

The adult in these circumstances should ignore the child during quiet time and offer no eye-contact or conversation. This is an opportunity for the child to calm down – to possibly think and reflect on his/her behaviour but you should not say this

The length of time out should ideally match the age of the child, for example, for a three year-old child use three minutes.



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# Supporting Parents at Home

## Conflict Resolution

### Rules of quiet time for children aged 3 years plus

- You will have quiet time if ..... (make children clear of why)
- You will be given only one warning
- Quiet time means you will have to sit / stand alongside adult (can be indoors or outdoors)
- Quiet time is for 1 minute for every year of a child's life – a sand timer is useful here
- You are not to talk to anyone when you are in quiet time

Quiet time needs to be used consistently for unwanted behaviour. You may find you are using it several times a day at first, but this will become less frequent as a child adjusts.

If a child tries to leave quiet time, or gets upset, take their hand and put him/her back into quiet time, for the first time you can say, you will need to sit in quiet time, but any time after that, don't speak to him/her, just take him/her back.

When quiet time is over you can tell the child that quiet time is over and add 'thank you for sitting so nicely'. Then direct the child to what you want them to do, which may be to do what you asked them to do before quiet time.

If this child then behaves appropriately in the next few minutes offer clear affirmation and praise.

Apply the approach fairly and consistently



# What Anxiety Looks like for a Child

- Your child may be finding it difficult with the changes happening at the moment.
- Being emotionally available, supportive and consistent will help them feel safe and secure.

## 8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

### 1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



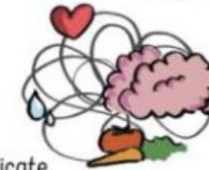
### 2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



### 3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



### 5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.

FOCUS

### 6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



### 7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

### 8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



### 4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.





# Covid -19 Social Story

A simple social story to share with children to explain about Covid- 19, what they can do and why preschool is closed.

## Social Story

Coronavirus  
Covid19

- Coronavirus can be called "Covid19".
- Coronavirus is a new type of flu.
- A flu will make you feel sick, but it is ok, you will feel better again.



- I can keep safe from Coronavirus by washing my hands with soap and water.
- I will wash my hands before I eat my food.
- I will wash my hands after I sneeze, blow my nose or touch my mouth.
- I will wash my hands after I go to the toilet.
- I will be safe with my lovely clean hands.



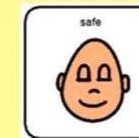
- I will not bite my nails or put my hands in my mouth.
- I will cover my mouth when I cough or sneeze.
- If I am not feeling well, I will tell a grown-up.
- I will not give my friends or staff high 5's, hugs or fist bumps until everyone is feeling better.
- I can do other things to be friendly, like give them a wave, an elbow bump or a dab!



- My school might need to close for a while- everyone will stay at home instead.
- It will be closed to let everyone get better.
- A grown-up will let me know when I can go back to school.



- Just like other types of flu, coronavirus will go away soon.
- I don't need to feel worried, but if I do I can talk to an adult.
- I will keep safe! Hurray!





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Remember you don't have to do  
any of these! The most  
important thing is to PLAY-  
HAVE FUN

Take Care

