Class 1 EYFS Long Term Overview – Building Relationships

**ELG Children at the expected level of development at the end of reception will:**

* work and play cooperatively and take turns with others;
* form positive attachments to adults and friendships with peers;
* show sensitivity to their own needs and those of others.

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| F1 | Reception |
| Building blocks to building relationships; * Being engaged in tasks and activities alongside others
* Respond to a familiar adult and seek him/her out
* Engage in an adult led activity
* Show interest in other children and what they are doing
* Respond to physical or verbal cue from another child when joining in an activity
* Show physical or verbal cues to ask another child to join in activity
* Can comment on what others do to elaborate play
* Able to talk freely with other children and adults building relationships
 | **Building blocks to building relationships;** * Respond to physical or verbal cue from another child when joining in an activity
* Show physical or verbal cues to ask another child to join in activity
* Have a conversation with others to elaborate play and build on what another child/adult has said
* Ask appropriate questions that link to activity or task
* Developing the ability to see another’s point of view
* Understand turn taking and able to wait for a response
* Form positive relationships with adults and peers
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| Continuous provision: * Safe environment with consistent routines and expectations
* Scarf charter with talk rules
* Organised environment that children familiar and comfortable with eg home corner
* Provision includes familiar and new activities supported and modelled by an adult to encourage engagement
* Pretend play planned around children’s interests and experiences
* Quiet areas established
 | **Continuous provision:** * As Nursery
* Provision moves children from playing alongside to working with others and offers challenges to solve problems together
* Recognising and name emotions
* Encourage children to work in different groups
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| Role of adult: * Model positive behaviour to others
* Set clear boundaries and routines
* Be consistent
* Interact calmly and sensitively with children
* Tune in to child’s interest, having a conversation with children about what they have noticed, repeat and extend what the child has said to develop language
 | **Role of adult:** * As Nursery
* Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
* Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.
* Give children strategies of staying calm when frustrated
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