A picture containing whiteboard

Description automatically generatedClass 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 |
| 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 |
| 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 |