

Managing Self at Heymann (link to Heymann Highway)

ELG

be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

•explain the reasons for rules, know right from wrong and try to behave accordingly;

•manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Nursery	Reception
Building blocks to managing-self: <ul style="list-style-type: none">• Respond to the routines of the day• Show more confidence in new social situations• Children learn how to solve conflict age appropriately• Develop appropriate ways of being assertive• Develop understanding of age appropriate rules• To be engaged in an activity for increasing periods of time• Able to access activities independently• Encourage children to tidy things away• Become increasingly independent in meeting their own care needs	Building blocks to managing self: <ul style="list-style-type: none">• Respond to the routines of the day• For children to see themselves as valuable• Children to develop skill of evaluating own work• Children developing skills of problem solving• Children to realise the importance of following rules• Developing the ability to see another's point of view• Understanding the importance of looking after themselves• To take responsibility to tidy up after self (choose it, use it, put it away)
Continuous provision: <ul style="list-style-type: none">• Resources labelled clearly and organised so children can access easily and independently• Opportunities for children to play and explore, learning to solve problems eg finding that the biggest brick needs to go on the bottom of the tower• Provide familiar resources in order for children to practise skills and correct own mistakes• Invite visitors to school to talk to the children• Take children on walks/trips.• Rules displayed with visual prompts• Books to enhance activities• Independent access to toilet and washing facilities	Continuous provision: <ul style="list-style-type: none">• As nursery• Opportunities for problem solving with support of adults and independently• Visual aids in the toilet, sink area and to support children when getting changed for PE• Opportunities to practise skills• Provide familiar resources in order for children to be able to evaluate and refine outcomes• Books to enhance activities• Opportunities for children to observe closely and make links

Role of adult:

- Model positive behaviour to others
- Set clear boundaries and routines
- Interact calmly and sensitively with children
- Teach skills and support children to achieve them eg toileting, putting a coat on and doing the zip, using a knife and fork
- If appropriate, give children time to solve problems independently before offering support
- Modelling compromises and turn taking
- Referring to rules regularly- praising and referring back
- Narrate your problem -solving process eg I'm going to put the biggest brick on the bottom so my tower won't fall down
- 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
- High expectations of children following the rules
- Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
- Talking with a child about their behaviour, how the other child feels and what could he/she do next time
- Talk with children about their interests, likes and dislikes
- Model skills and support children to achieve them eg using scissors
- Offer constructive support in recognition of child's personal achievements and for child to identify next step on how to improve.
- If appropriate, give children time to solve problems independently. Encourage children to find other ways eg have another go, ask a friend, ask an adult (2 B4me) before offering support
- Work alongside child to solve a problem by tuning in to their interest, using sustained shared thinking asking open ended questions (I wonder what would happen if we..., Tell me more...), encouraging children to generate own ideas and explanations. Re-capping and clarifying child's ideas in order to extend his/her thinking and language
- Talking about own decisions of how to stay healthy and being a regular part of school day embedded in school routines eg washing hands