

## Building Relationships at Heymann

### ELG

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.

Nursery	Reception
<p><b>Building blocks to building relationships</b></p> <ul style="list-style-type: none"> <li>• Being engaged in tasks and activities alongside others</li> <li>• Respond to a familiar adult and seek him/her out</li> <li>• Engage in an adult led activity</li> <li>• Show interest in other children and what they are doing.</li> <li>• Respond to physical or verbal cue from another child when joining in an activity</li> <li>• Show physical or verbal cues to ask another child to join in activity</li> <li>• Can comment on what others do to elaborate play</li> </ul>	<p><b>Building blocks to building relationships:</b></p> <ul style="list-style-type: none"> <li>• Respond to physical or verbal cue from another child when joining in an activity</li> <li>• Show physical or verbal cues to ask another child to join in activity</li> <li>• Have a conversation with others to elaborate play and build on what another child has said</li> <li>• Ask appropriate questions that link to activity or task</li> <li>• Developing the ability to see another's point of view</li> <li>• Understand turn taking and able to wait for a response</li> </ul>
<p><b>Continuous provision:</b></p> <ul style="list-style-type: none"> <li>• Safe environment with consistent routines and expectations</li> <li>• Jigsaw Charter with talk rules</li> <li>• Name emotions</li> <li>• Organised environment that children familiar and comfortable with</li> <li>• Provision includes familiar and new activities supported and modelled by an adult to encourage engagement</li> <li>• Pretend play planned around children's interests and experiences</li> </ul>	<p><b>Continuous provision:</b></p> <ul style="list-style-type: none"> <li>• As Nursery</li> <li>• Provision moves children from playing alongside to working with others and offers challenges to solve problems together</li> <li>• Recognising and name emotions</li> <li>• Encourage children to build multiple relationships</li> </ul>
<p><b>Role of adult:</b></p> <ul style="list-style-type: none"> <li>• Model positive behaviour to others</li> <li>• Set clear boundaries and routines</li> <li>• Be consistent</li> <li>• Support children to express their feelings appropriately</li> <li>• Interact calmly and sensitively with children</li> <li>• 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</li> </ul>	<p><b>Role of adult:</b></p> <ul style="list-style-type: none"> <li>• As Nursery</li> <li>• Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>• 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.</li> <li>• Give children strategies of staying calm when frustrated</li> </ul>

