



# Excellence and Enjoyment: social and emotional aspects of learning

Changes  
Revised Early Years Foundation Stage version





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Please check all website references carefully to see if they have changed and substitute other references where appropriate.

## Red set

### Introduction

This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it.

The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, skills and understanding in three key social and emotional aspects of learning: motivation, social skills and managing feelings.



Learning Outcomes for the Early Years Foundation Stage are described below.

Description	Development Matters/Look, listen and note: Ages and stages 30–50 months, 40–60+ months
<p>Children will consider the ways they have changed since starting at the nursery setting or Reception, and in particular how their social, emotional and behavioural skills have developed. Activities offer the opportunity for children to make the link between feelings and behaviour and to predict how unexpected changes might make them feel, as well as developing some basic strategies for self-management. They will have learned that some things stay the same in the face of change, and that uncomfortable feelings don't last forever. They will have opportunities to develop empathy and support others. They will have had an opportunity to make change happen in the classroom or outdoor learning environment.</p>	<p><b>Knowing myself</b>                      I can tell you what I can do now that I couldn't do when I started school/nursery.                      I can tell you how I have changed.</p> <p><b>Understanding my feelings</b>                      I can remember feelings I have had, and why I felt like that.                      I can sometimes tell you how change makes me feel.                      When I feel bad, I know that it helps to do something different.</p> <p><b>Understanding the feelings of others</b>                      I know that sometimes when people are not very nice to me it is because they don't feel very good inside.                      I know how to help someone when they are feeling sad.</p> <p><b>Making choices</b>                      I can tell you what I did with my class/group to make the outdoor area/classroom/setting better.</p>

## Development Matters – Practice Guidance for the Early Years Foundation Stage

The following learning intentions are drawn from the Personal, Social and Emotional Area of Learning and Development. Ongoing observational assessment will also identify development, learning and progress from a number of other areas of learning [Early Learning Goals are in bold]. Progress, development and learning should be identified through observing children in a wide range of contexts.

Children develop a strong sense of self through interaction and communication with others, (home, local community, school and or setting). They learn to find a voice to express their thoughts, feelings and ideas as they make connections with others within a supportive learning environment whether that be the home, school or setting.

	Dispositions and Attitudes	Confidence, self-esteem, relationships, and community	Behaviour and self-control	Self-care and independence
30–50 Months	<ul style="list-style-type: none"> <li>● Have a positive approach to activities and events</li> <li>● Show confidence in linking up with others for support and guidance</li> </ul>	<ul style="list-style-type: none"> <li>● Feel safe and secure and show a sense of trust</li> <li>● Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routines</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to accept the needs of others, with support</li> </ul>	
40–60+ Months	<ul style="list-style-type: none"> <li>● Display high levels of involvement in activities</li> <li>● Persist for extended periods of time at an activity of their choosing</li> <li>● <b>Be confident to try new activities, initiate ideas and speak in a familiar group</b></li> </ul>	<ul style="list-style-type: none"> <li>● Express needs and feelings in appropriate way</li> <li>● Value and contribute to own well-being and self-control</li> <li>● Have an awareness of, and show interest and enjoyment in, cultural and religious differences</li> <li>● <b>Respond to significant experiences, showing a range of feelings when appropriate</b></li> </ul>	<ul style="list-style-type: none"> <li>● Show confidence and ability to stand up for own rights</li> <li>● Have an awareness of the boundaries set and behavioural expectations within the setting</li> <li>● <b>Consider the consequences of their words and actions for themselves and others</b></li> </ul>	<ul style="list-style-type: none"> <li>● Operate independently within the environment and show confidence in linking up with others for support and guidance</li> </ul>

40–60+ Months		<ul style="list-style-type: none"><li>● Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li><li>● Form good relationships with adults and peers</li><li>● Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect</li><li>● Understand that they can expect others to treat their needs, views, cultures and beliefs with respect</li></ul>	<ul style="list-style-type: none"><li>● Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously</li></ul>	
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## Planning

To help with planning, the type of learning and teaching involved in each learning opportunity is indicated by icons in the left-hand margin of this booklet:



Adult-led – where language and ideas are specifically introduced and developed by the practitioner



Child-initiated – where learning is child-initiated, supported by adaptations to the learning environment and social interaction which promote particular avenues of exploration and discussion

Ideas from practitioners who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which practitioners planned for diversity in their class or group, for example to support the learning of children for whom English is an additional language, and of children with special educational needs.



## Key vocabulary (to be introduced within the theme and across the curriculum)

change	before	after	grow
getting used to	by accident	on purpose	disappointment
thinking	planning	setting a goal	celebrate
happy thoughts			

## Resources

	Resource	Where to find it
30–50 months	Feelings identikit	CD-ROM
40–60+ months	Photocard – empathy	Whole-school resource file
	Feelings detective poster	Whole-school resource file
	Problem solving poster	Whole-school resource file

## Key points from the assembly or group time

1. It is Ben's first day in Reception. He is excited about playing with the new toys but worried about staying to dinner and his mum leaving.
2. He hugs his bear tight and this helps him to feel better.
3. Ben enjoys school, and after a few days he leaves his bear with his mum at home.



## **Suggested whole-school or setting focus for noticing and celebrating achievement**

Use the school or setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

Week 1: Coping with an unexpected change

Week 2: Getting better at their learning

Week 3: Changing their behaviour for the better

Week 4: Making the best of an unwelcome change

## Red set: Early Years Foundation Stage 30–50 months

### Circle games

#### Look what I can do



Explore some actions the children can do (hopping, skipping, jumping, clapping). Each child then chooses an action and says to the group 'My name is ... and I can ...'. The child demonstrates, and the others copy. The child demonstrating then nominates the next child to lead.

#### Warm feelings

Rub your hands together until they feel warm. Pass this warm feeling on to the child sitting on your right by stroking their hands with yours. They should rub their hands together in the same way and pass this all around the circle.

#### Rounds

'When I was a baby I ...'

'When I feel sad sometimes I ...'

Ask the children if they have a special thing that makes them feel nice or cheers them up.

'I like my... because it makes me feel ...'

### Learning opportunities: how we change over time

#### Look, Listen and Note 30–50 months

I can tell you what I can do now that I couldn't do when I started school or nursery.

I can tell you how I have changed.

I can sometimes tell you how change makes me feel.

When I feel bad, I know that it helps to do something different.

I know how to help someone when they are feeling sad.



Explain that now everyone is used to the nursery or setting and knows lots about what we do and how we should do things here, you need their help. You are going to tell them a story about a little girl who has just started nursery. Explain that you know they know how to take turns to play and speak, and how to be kind to people as well as helpful. They know it is important to do their best and listen carefully, as well as thinking about what they are doing. This little girl doesn't!

Read the story *Helping Estelle* from the resource sheets at the end of this section, and ask the questions posed.

Build on the story to help the children say, demonstrate or draw all the ways they have changed since starting at the nursery or setting. Encourage the

children to think about the social, emotional and behavioural skills they have developed. Create a display (perhaps using a digital camera) to record the children doing all the things they identify that they can now do but couldn't when they started at the nursery or setting.

Use a story with two characters. We have called the characters Shanice and Marcello, to link with stories and puppet shows used in previous themes. Puppets can be used here, and the script adapted to fit the context of your own setting.

Shanice had been promised a story from her mum when she got to nursery. Once they got to the nursery her mum said she didn't have time.

This made Shanice very cross and angry. She had a grumpy look on her face when Marcello came over to her. She told him to go away, in a very cross voice. Marcello was very surprised, as she usually liked playing with him.

Ask the children why they think Shanice acted that way.

Help the children to make the link between her feeling angry with her mum and how she spoke to Marcello. Other situations you could discuss or develop are included on the resource sheet *Linking feelings and behaviour*.

Begin a discussion with the class or with two smaller groups about situations that make us feel wobbly. When something changes that we don't know about, how does it make us feel? What can we do about it?

Ask the children if they have special toys that help them feel better. If they do, ask them to bring them in one day. (It will be helpful to write a letter about this to the parents or carers and ask if it is OK for the child to bring in their special toy, just for this particular day. This will also give opportunities to chat to interested parents and carers about the work you are doing.)

Discuss how special toys can help us if we feel worried about things being different. Ask for children's suggestions of things that have worried them in the past.

- How does your special toy help you?
- How do you feel if you have your special toy to help you?
- Have you ever lost your toy?
- How did that feel?

The resource sheet *What if ...?* offers follow-up activities to this, using different situations that have worried some people in the past.

These will help children to explore ideas of coping with unexpected change, as well as some things being constant in the face of change.

Use pictures of faces illustrating a range of feelings such as sad, happy, angry, calm, worried, tired, shocked, surprised (your own or the Feelings identikit from the CD-ROM that accompanies these materials). Spread the cards out on the table and go round the table, with children taking a turn each to pick a card.

- What would you do to help if your friend was feeling like this?
- What really kind thing could you do?
- How do you think that would change things?

Before this activity we worked on a one to one basis with two of our children with learning and communication difficulties. We concentrated on 'happy' and 'sad' using the feelings wheel we had made for them.



For happy cards and other positive emotions, you could ask how it would make you feel if your friend felt like this. Would it affect how you felt?

Note: Be aware of cultural differences relating to facial expressions, checking how your children would interpret the pictures you choose and avoiding assumptions that we all express or perceive emotions in the same way.

Take opportunities to talk to children about why they behaved the way they did. Link what you say to feelings, and make sure that you pick up on as many positive as negative examples. 'I like the kind way you helped Jack put his apron on. I think you must have been feeling nice and calm and helpful too.'

Use a range of drawn faces on a scale between happy and sad for the teacher or practitioner to indicate how they feel at the start of the day and at the end. Remember to take this opportunity to continue to develop the children's vocabulary of feelings words when you discuss where you are on the scale. You could stick the appropriate face up somewhere where all the children can see it. This comparison between the feelings at the start and at the end of the day gives an excellent opening to discuss changing feelings. If some children are interested they could tell you how they feel too. This idea is extended in the Early Years Foundation Stage activities in this theme.

Use the idea of the class lows and highs, or 'boohoos' and 'yippees', introduced in previous themes. This involves taking two or three minutes each day to tell the children your low moment of the session and why this was. Then tell them your high moment of the session. Remember to use feelings words they will be familiar with and tell them specifically why you felt good. Invite two children each day to tell their highs and lows if they would like to. Ensure that you make it fair, so that over a period of time you give opportunities to all.

Note: It is of course acceptable for children to decline the offer. You will need to make sure they have a simple, taught way (like saying 'Pass' or using a special agreed sign) to show they do not want to say anything when their turn comes. This applies to all activities which involve talking about feelings.

We made tactile pictures for some of the children in our group, using 3-D materials to show a smile, a down-turned mouth and a 'straight-line' mouth.



The experiences suggested above support children in achieving the following 30–50 month Development Matters statements:

- Have a positive approach to activities and events
- Begin to accept the needs of others, with support
- Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine

## Learning opportunities: making change happen

### Look, Listen and Note 30–50 months

I can sometimes tell you how change makes me feel.

When I feel bad, I know that it helps to do something different.

I know that sometimes when people are not very nice to me, it is because they don't feel very good inside.

I know how to help someone when they are feeling sad.

I can tell you what I did with my class or group to make the outdoor area (or classroom, or setting) better.



Plan an activity where you discuss with the children what they might like to change or make better about their environment. It might be a good idea to use this activity before embarking on something major like developing your outdoor provision. Ask questions such as, 'What do you like about ...?', 'How does it make you feel?', 'What do you think would make it look better?'. Children could develop their ideas using drawings, paintings, talk or models.

Use a puppet to model uncomfortable feelings. Have a discussion with the Children; 'What is the puppet feeling?', 'What could have made him act like he did?', 'Is there anything else he could have done?'.  
Use stories to explore how to help someone if they feel sad.

Use scenarios with toys or puppets to solve conflict situations that arise with children. If it is two bears that won't share their toys, the discussion is removed from the children, and they can better participate in what should have happened.

Start a 'Kindness Tree' in your classroom. Whenever someone does something that is kind for another child, especially to cheer them up, write their name on a leaf and attach it to the tree.

Create a feelings thermometer. Children can indicate where on the thermometer their feelings are from unhappy to happy. This helps them understand that there is a range of feelings of happiness.

Share your experiences with children. We need to be role models in how we deal with change or conflict. Use language that is easy for them to understand.

Make it obvious to children that it is not emotions that are wrong. It is, for example, OK to be angry; it is how we deal with it that is important.

The experiences suggested above support children in achieving the following 30–50 month Development Matters statements:

- Form friendships with other children
- Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine

## Ongoing activities

Effective strategies to develop an environment that supports the social, emotional and behavioural skills identified in this theme include the following.

### Organising the day

Organising opportunities to introduce language of feelings through, for example, role-play and circle time.

Ensuring a balance of stimulating, new and challenging activities, materials and equipment and familiar activities, materials and equipment.

Time provided for individual play with adult support when needed.

Free choice time, with a balance of activities.

Opportunities for children to take responsibility within the setting; for example, involvement in setting routines.

Outcomes that are decided by the children.

Organisational systems that encourage children to be involved in planning what they are going to do; for example, a planning board.

### The environment

Providing an environment that encourages problem solving and prediction.

Providing areas for different activities and personal choices; for example, quiet restful areas, areas with mirrors.

Providing resources to encourage collaborative play.

### The role of adults

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

Adults who support children's ideas and use questioning to encourage the generation of new ideas.

Adults who use a predictable and calm management style.

Opportunities for children to talk to adults alone or in groups.

Positive behaviour management strategies linked to appropriate expectations and intervention.

Adults who support children in resolving conflict if the need arises.

Good role models of social conventions and interactions.

Adults who model appropriate responses to change.

Adults who understand the developmental needs of the children they work with.

## Questions for reflection and enquiry

- How do we know what to do and how to behave?
- Can we change the way we feel?

## Review

- What are you feeling?
- What do you think ... is feeling?

## Red set resource sheet: Early Years Foundation Stage, Development Matters 30–50 months

### Helping Estelle

One day Estelle was very excited because it was her first day at nursery.

‘Come on, Mum. Let’s go,’ she said.

As she walked through the nursery door she was in such a hurry to get inside that she pushed her way past Angus and knocked him over. He began to cry. Estelle didn’t notice, but carried on pushing people out of the way.

Stop the story here and discuss. Ask the children what they think Estelle should have done. What does she need to learn that you already know?

Take this opportunity to talk about things being ‘on purpose’ or ‘by accident’ and what difference this makes to people’s actions.

Estelle saw a lovely big floppy hat and she wanted to wear it. It was on Anna’s head! Estelle snatched it off Anna’s head.

Stop here and ask:

- What do you think Anna is feeling?
- What might her face look like?
- Can you show me the face she might have?
- What might she have said to Estelle?
- What do you think Estelle should have done?
- What does she need to learn that you already know?
- Let’s find out what happened next!

Anna’s face went very red; she stamped her foot and shouted in Estelle’s face, ‘I was using that hat!’ She snatched it back.

Stop the story here and ask if that was the best thing to do. Does anyone know what else she could have done? Discuss and acknowledge ideas and possible outcomes of the ideas.

Another child called James came over to Estelle, who was now looking very sad and had tears running down her face. ‘Would you like to play with me? I have got a hat you can use.’

Estelle nodded and went to play with James. They used the bricks to build a car. Each time James put a brick somewhere on the car Estelle took it off and put it somewhere else!



Stop the story here and ask: How do you think James is feeling? What might he be feeling inside? I wonder how he should sort this problem out. Any ideas?

Let's find out what James did.

He thought to himself, 'I don't like what she is doing. It's making me feel cross! I had better calm down or I might do something unkind. I will take two big breaths of air. That's better.'

Now the problem is I don't want her to move all the bricks. I could snatch them back, or tell a grown-up, or I could ask her nicely not to do it and tell her why. I'll try that, I think.'

James said, 'Estelle, I'm trying to make a car for us to play in but you keep moving all the bricks so I can't do it.'

Estelle said, 'Oh, are you? Where does this one go?'

James thought to himself, 'It worked! That was a good thing to say and I managed to calm myself down by taking two big breaths of air!' James felt pleased and rather proud of himself.

Stop here and ask: What do you think about James' way of sorting his problem out? Do you remember what he did first?

Briefly recap on steps he took: being aware of his own feelings, calming himself down, thinking about the problem, deciding what he wanted, and doing it in a kind way.

Estelle and James carried on playing with the bricks for a long time and had great fun together.

At the end of nursery Estelle told her mum, 'I've got a friend. He's called James.'

## Red set resource sheet: Early Years Foundation Stage, Development Matters 30–50 months

### Linking feelings and behaviour

Use the situations below to help the children make links between the feelings of the children and how they behave.

Discuss the most appropriate actions (for example, sharing feelings with someone), as well as what might actually happen in each situation.



Jacob is trying to make a model by balancing some blocks on top of each other. They keep falling down. He is getting more and more cross. How might he behave next if he is feeling cross?



Aishu is drawing a picture of her mum. It keeps going wrong, and she is getting very frustrated and angry with herself. What might she do in a minute?



Atiq has just been pushed over when he was running outside. He fell and hurt his knee. What do you think he might do now? What will his feelings of hurt and sadness make him do?



Polly is waiting for her friend to come to nursery. She has waited a long time. Suddenly she sees her walking through the door. What do you think Polly might do now? What might her feelings of happiness and excitement make her do?

## Red set resource sheet: Early Years Foundation Stage, Development Matters 30–50 months

### What if ...

What can you do if you don't have your special toy with you and something happens to make you worry?

### What if ...

You want to play with the water but there are no aprons left and it's making you feel sad or worried because now you don't know what to do.

- What could you do?
- Would it be a good idea to cry?
- Or to look sad and watch the others playing?
- Or to tell someone how you feel?

### What if ...

Your teacher said you were all going to the hall for a big meeting with other children. You don't like going out of the nursery and you feel frightened of what might happen.

- What could you do?
- Would it be a good idea to get cross and shout and say you're not going?
- Or to go and hide in a corner and hope nobody sees you?
- Or to tell someone why you feel frightened?

## Red Set resource sheet: Early Years Foundation Stage, Development Matters 40–60+ months

### Circle game

#### Pass the smile



Pass a smile around the circle one at a time by smiling at each other. How did that make you feel? Draw attention to the fact that a smiling person can often make people feel better.

### Rounds

The teacher or practitioner says: 'Something I remember about my first day at school was ... What can you remember?' Children reply with 'I remember...'

'Today I am feeling ...'

'Sometimes I get worried about ...'

### Learning opportunities: how we change over time

#### Look, Listen and Note 40–60+ months

I can tell you what I can do now that I couldn't do when I started school or nursery.

I can tell you how I have changed.

I can remember feelings I have had, and why I felt like that.

I can sometimes tell you how change makes me feel.

Discuss with children how they felt when they first came to Reception.



- Can you remember your first day?
- What did it feel like?
- How did your body feel?
- What did your face look like?
- What did you do to make yourself feel better about it all being so new?
- What helped you get used to these changes?

This activity enables children to explore how they have coped with change at school. It can be supported with stories such as *I won't go there again* by Susan Hill (Walker Books) ISBN 0744520916, *The red woollen blanket* by Bob Graham (Walker Books) ISBN 0744578086, or *Timothy goes to school* by Rosemary Wells (Puffin) ISBN 0140567429.

Make a book about thoughts for new children coming to Reception next year – 'Good ideas to help you get used to Reception'.

This activity and the next enable children to explore how we might help others with a change that we know about.

Extend the book for new children by building on the activity suggested in the Early Years Foundation Stage, Development Matters 30–50 months for encouraging children to list all the ways they have changed since starting in Reception. Encourage the children to include all the social, emotional and behavioural skills they have developed. Let the children use a digital camera (if possible) to record themselves doing all the things they identify that they can do now but couldn't do when they started in Reception.

Read the books *Moving Molly* by Shirley Hughes (Picture Lions) ISBN 0006617824 and *Once there were giants* by Martin Waddell and Penny Dale (Walker Books) ISBN 0744517915. Discuss the changes that happened in the books. In *Moving Molly*, discuss Molly's feelings about moving home and being the youngest in the family. How did she cope with the changes? In *Once there were giants*, discuss the changes that happen over time and different generations. What can you do differently at different ages?

Tell this story about the playground at lunchtime. The story is about Sean, Sinita and Josh.

Once upon a time there was a boy called Sean. He loved to run around in the playground and sometimes he didn't look where he was going.

One day he was running very fast and he bumped into two other children, Josh and Sinita.

Sinita landed on the ground with a bump. She really hurt her leg and was feeling very sad and upset.

Josh didn't fall over, but his arm hurt where Sean had bumped into him.

Sean ran off and didn't seem to notice what he had done.

Before using this activity, we took photographs of the children acting out the story, and used these to provide visual support for some of our children.



Stop here and ask:

- What do you think Josh should do?
- What do you think Sinita should do?

Children could divide into small groups, if they are used to working this way, and then come back together and feed back their ideas. If they are not familiar with this way of working independently, you could give them thinking time in pairs, then continue discussion as a class.

Encourage children to think about more than one solution.

Scribe ideas offered so that there are opportunities to think about them as you write them on the whiteboard. Add your own ideas as necessary. Include discussion about whether what Sean did was 'an accident' or 'on purpose'. (You might want to use the 'accidentally or on purpose' pictures from Theme 3 *Say no to bullying* [Year 2 resource sheets] to help children understand the distinction.) Does this make a difference to how we sort out what happened?

- What do you think Sean needs to learn?
- How do you think we could help him to learn these things?

If necessary, as well as the strategies that the children think of, list any problem-solving strategies you have worked on in previous theme work. Use the list of things that children have learned to do since starting in Reception to help decide what Sean needs to learn.

You could then let some children take it in turns to finish the story (in words or through role-play) using the ideas they came up with.

Use the situations outlined in the resource sheet *What shall we do?* to develop scenarios to explore with the children what they can do when faced with unexpected change.

Use yourself as a role model for positive thinking. Think out loud for the children and let them hear you reframing things.

Explain that we can also have an effect on our own achievements. Explain to the children that if they are determined they can change and improve a skill they have before they leave the class or group.

Remind children about what they have achieved already this year (from previous activities) – what they can do now that they couldn't do at the start of Reception.

Remind them about the goal-setting work done earlier in the year.

- What skill would you like to improve or change now, before you leave this class?

Be ready to give examples if necessary: be better at writing my name, be able to count in twos, be able to run faster, be able to make more complicated models, learn more Makaton signs, be a better friend.

- What do you need to think about to make this goal or wish happen?
- Who could help you?
- What do you need to do yourself?
- How long will it take?
- How will you know when it is finished?

Make a display of the goals or wishes chosen by the children. Send home a little card with the planned stages on it so that parents and carers are aware of what the child wants to achieve and the help that might be needed.

Make a regular time twice a week where you can review how the planned changes are going. Involve the class in helping each other with these goals.

Acknowledge the end of the year as it approaches. Celebrate the children's achievements over the year. Have a 'you are special' circle time. Tell the children what you like about them, in a personal certificate or card. Have a goodbye party.

Children coloured in a square of a picture for every day they were moving towards their goals. We used construction bricks for a child in my class with a visual impairment so she could build up a house instead.



The experiences suggested above support children in achieving the following 40–60+ month Development Matters statements:

- Persist for extended periods of time with an activity of their own choosing
- Operate independently within the environment and show confidence in linking up with others for support and guidance
- Respond to significant experiences, showing a range of feelings when appropriate

## Learning opportunities: dealing with change and making change happen

### Look, Listen and Note 40–60+ months

I can sometimes tell you how change makes me feel.

When I feel bad, I know that it helps to do something different.

I know that sometimes when people are not very nice to me, it is because they don't feel very good inside.

I know how to help someone when they are feeling sad.

I can tell you what I did with my class or group to make the outdoor area (or classroom, or setting) better.



Introduce the two puppets you usually use for work on the social and emotional aspects of learning (or any two puppets if you don't have specific ones). Explain that the puppets need some help to make themselves feel OK because things keep happening to them that they didn't know were going to happen!

One of the puppets is looking forward to playing outside, because she wants to play hide and seek with her friend. Then it is so foggy they have to stay inside.

- How can you help her cope with her feelings of disappointment?
- What might she be saying to herself in her head?

*'I am fed up. I wanted to play hide and seek, now I can't.'*

- What could she say?
- How can she turn it into a happy thought instead?

Try to get children to think of ideas, but if they find this hard initially you may have to give some ideas as well.

*'What a shame, but I'll still have time with my friend in the classroom, and we can play hide and seek tomorrow.'*

Explain that this is about trying to turn your thoughts that might be sad into happier thoughts by thinking of all the possible good things that might happen now.

We cut out raindrops for sad thoughts and rainbows for happy thoughts and scribed the children's ideas onto them.





Discuss the idea that we all have an effect on things (for example, that our lovely art work makes the setting look great) and the fact that because we are all so good at helping each other tidy up, we have kept the toys and tools in good condition this year.

Have a class or group discussion about making a change in your own class or outdoor area. The outdoor area may be a particularly good choice for the summer term. Let the class or group decide what they want to do and help them plan for the different stages of the change. This may involve fundraising for plants, thinking of games for playing outdoors, making bird feeders, or painting the outdoor area with games.

Make a display or book about the different stages of planning, and the finished change too. Remember to recap on the important stages of change: planning, setting goals or wishes, reflecting on the plan, adapting it, and working hard to achieve it.

- What made it work so well? or
- Why didn't it work as well as we hoped?
- What can we remember next time we want to make a change or set a goal?



Make some card faces, about the size of a saucer, depicting feelings from very sad through to really happy. You will need about ten. Laminate these and hang them on a low washing line in the class.

Each child will need a peg with their name on it, or a small photograph of their face attached to it. These could be kept in a basket near the washing line. The teacher/practitioner could also have a peg, which will give opportunities to discuss how their feelings change too.

Following a discussion about changing feelings, explain that each morning you would like the children to put their pegs onto the faces that most accurately describe how they feel when they come into the class.

As they come in from playtime ask them to do this again and change the peg if they need to. This could be repeated again in the afternoon, giving lots of opportunities to discuss changing feelings. If this is done over a period of two weeks the children will naturally begin to see the changes for themselves.

This activity explores the idea that feelings can change depending on what you are doing, and that feelings don't last for ever. You could support this idea through stories such as *On the way home: the diary of a trip from South Dakota to Mansfield, Missouri in 1894* by Laura Ingalls Wilder (Harper Trophy) ISBN 0064400808 or *This is the bear and the picnic lunch* by Sarah Hayes, illustrated by Helen Craig (Walker Books) ISBN 0744513049.

Have regular circle times, giving opportunities for children to say if anything is worrying them about changes next year. You could support this with the story *Leaving Mrs Ellis* by Catherine Robinson, illustrated by Sue Broadley (Red Fox) ISBN 0099254611, which explores children's feelings at the end of a school year.

Regularly give out stickers and certificates for changes you see in the children, being specific about what the change has been.

Model happy (positive) thinking. Do this out loud so the class have you as a role model.

We worked with a specialist visiting teacher to make a multisensory fun area for children who did not want to play outside. Although initially designed to encourage a shy child with a visual impairment to engage with other children, soon it was full every playtime. The children kept bringing things in to make it even more exciting.





Have a class book of the kind things people do to help others with their feelings, and a kind person of the week. Or make an empathy tree: write out or make pictures on leaves of the kind of things you could say or do and hang them on the tree. You could teach the word 'empathy' using the photocards from the whole-school resource file to help you.

The experiences suggested above support children in achieving the following 30–50 months and 40–60+ months Development Matters statements:

- Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine
- Show confidence in linking up with others for support and guidance
- Show confidence and the ability to stand up for their own rights

## Ongoing activities

Effective strategies to develop an environment that supports the social and emotional aspects of learning identified in this theme include the following.

### Organising the day

Organising opportunities to introduce language of feelings through, for example, role-play and circle time.

Ensuring a balance of stimulating, new and challenging activities, materials and equipment and familiar activities, materials and equipment.

Time provided for individual play with adult support when needed.

Free choice time, with a balance of activities.

Opportunities for children to take responsibility within the setting; for example, involvement in setting routines.

Outcomes that are decided by the children.

Organisational systems that encourage children to be involved in planning what they are going to do; for example, a planning board.

### The environment

Providing an environment that encourages problem solving and prediction.

Providing areas for different activities and personal choices; for example, quiet restful areas, areas with mirrors.

Providing resources to encourage collaborative play.

### The role of adults

A non-judgemental atmosphere where it is considered to be OK to make mistakes and learn from them.

Adults who support children's ideas and use questioning to encourage the generation of new ideas.

Adults who use a predictable and calm management style.

Opportunities for children to talk to adults alone or in groups.

Positive behaviour management strategies linked to appropriate expectations and intervention.

Adults who support children in resolving conflict if the need arises.

Good role models of social conventions and interactions.

Adults who model appropriate responses to change.

Adults who understand the developmental needs of the children they work with.

## Questions for reflection and enquiry

- Why do children learn things as they get older?
- Can you ever know everything?

## Review

- What have you learned from doing this work?
- Has it changed the way you think or the way you understand things?
- Is there anything you will do differently after learning about this?

## Red set resource sheet: Early Years Foundation Stage, Development Matters 40–60+ months

### What shall we do?

You were going to tea with your friend tomorrow, but her mum rang to say you can't come after all because your friend has to go to the dentist instead.

- How can you cope with your feelings of being disappointed and cross?
- What might you be saying to yourself?
- What could you say to yourself?

Mum promised she would bring your scooter to school when she fetched you, but she forgot.

- How can you cope with your feelings of being disappointed and cross?
- What might you be saying to yourself?
- What could you say to yourself?

Your friend promised she would play with you at playtime and then she was away from school ill.

- How can you cope with your feelings of being disappointed and perhaps worried about playtime?
- What might you be saying to yourself?
- What could you say to yourself?

You walk into the class one morning and your teacher isn't there – instead, there is a supply teacher.

- How do you cope with your feelings of being worried and a bit sad?
- What might you be saying to yourself?
- What could you say to yourself?

You love gym and it is gym day today. A child brings a note into the classroom telling everyone that there is a hole in the roof above the gym and it is being mended today so the gym can't be used.

- How do you cope with your feelings of being disappointed?
- What might you be saying to yourself?
- What could you say to yourself?

## Red set

### Curriculum and other links/follow-up work

#### Babies

**Core activity:** A baby visits the class to be fed or have a bath.

**Personal, social and emotional development:** Discuss how to care for a baby. When the baby visits the class, watch how it behaves. What do babies like and dislike? How do we know what they are feeling?

**Communication, language and literacy:** Devise questions to ask the visiting mother or father.

Read *Jojo's revenge* by Mike Inkpen TBS (Walker Books) ISBN 0744582873 and discuss baby skills in feeding. Make up your own story about what a baby might do.

Write text to go with photographs taken when the baby comes to visit the class.

Read and discuss *Daisy thinks she is a baby* by Lisa Kopper (Puffin) ISBN 0140548262. Talk about what the baby might be feeling and thinking in the pictures on each double page spread, and what it might say if it were older and able to express its feelings in words. Then read and discuss *Daisy is a mummy* by Lisa Kopper (Puffin Books) ISBN 014055565X, talking about the changes in Daisy's life now she has grown up and has puppies.

**Problem solving, reasoning and numeracy:** Measure clothes that you wore as a baby and compare with the clothes you wear now.

Order clothes or shoes from smallest to largest.

Set up a shoe shop for role-play and include baby shoes. Encourage measuring feet, etc.

**Knowledge and understanding of the world:** Think about what babies eat and why. Make baby food. Discuss how the materials change as you make milk shakes and fruit purées.

Set up a role-play baby clinic to give opportunities to learn about babies.

**Physical development:** Explore through movement what it is like to move like a baby: crawling, standing, wobbling, and walking as toddlers do.

**Creative development:** Make and display pictures of yourself as a baby and now. Create your own lullaby for a baby to go to sleep to.

## Red set

### Curriculum and other links/follow-up work

#### Creating a pictorial calendar of change

**Core activity:** Children are invited to select something that reflects change in their lives or environments and record a pictorial calendar of the changes over time. This change could be their own physical growth, changes within their family, the metamorphosis of a caterpillar to a butterfly, the growth of a seed into a plant, the changes of the seasons, etc. The changes could be recorded pictorially using drawings, computer graphics, video, photographs, etc.

**Personal, social and emotional development:** The range of feelings associated with the changes recorded in the pictorial calendars are explored and expressed in a variety of media and ways. Children are encouraged to express their sense of awe and wonder at the change processes they are exploring, and to think about how change affects others.

**Communication, language and literacy:** Children are encouraged to record an oral or written narrative of the changes they have selected to accompany the pictorial calendar. They might like to listen to stories like *The very hungry caterpillar* by Eric Carle (Philomel Books) ISBN 0399226907 or *A colour of his own* by Leo Lionni (Armada Books) ISBN 0006608736 to explore change further.

**Problem solving, reasoning and numeracy:** Children identify change through measurement, similarity and difference, and sequencing.

**Knowledge and understanding of the world:** Children explore life cycles and stages of growth and are encouraged to seek explanations for the changes they are recording. They look at the life cycles of caterpillars and frogs, perhaps watching the changes in a chrysalis or some frogspawn in the classroom setting. Using the text *Waterbugs and dragonflies* by D Stickney (Pilgrim) ISBN 082981180X, or *In a nutshell* by Joseph Anthony (Dawn Publications) ISBN 188322098X, will help you make links between your work on change and the earlier work in Theme 6 Relationships on helping children understand the natural cycle of life and death.

Notice how the weather changes from day to day. Use digital photographs to collect examples of weather changes. Children discuss what impacts these changes have on us; for example, our clothing.

**Physical development:** Children are given stimulus for creating a dance or mime about the changes recorded in their calendar.

**Creative development:** Children are encouraged to use a range of graphic techniques to record and present their pictorial calendar. They are also encouraged to imagine different sequences of events and consequences of changes: for example, by stopping the sequence at any point and providing alternative scenarios.

**Other:** Work with parents

Parents/carers are encouraged to participate in the compilation of the pictorial calendar through taped child-led interviews, selecting photographs, recording video footage, and providing information to support the child's chosen focus of change.





Audience: Headteachers, teachers and practitioners in primary schools, nursery schools, middle schools, special schools and early years settings

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