

Personal, Social, and Emotional Development (PSED)/Social and Emotional Aspects of Learning (SEAL) Circle Time Games Part 1  
 Created Kerry Moody

<b>PSED/SEAL (Changes)</b>			
<b>Learning Objectives from EYFS</b>	<b>Making Relationships (MR)</b>	<b>Self Confidence and Self Awareness (SCSA)</b>	<b>Managing Feelings and Behaviour (MFB)</b>
<i>30-50 months:</i>	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>
<i>40-60+ months:</i>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realize they have upset them.</li> <li>• Aware of the boundaries set, and of behavioral expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>
<b>Early Learning Goal</b>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings,	Children are confident to try new activities, and say why they like some activities more than others do. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and

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	and form positive relationships with adults and other children.	chosen activities. They say when they do or do not need help.	follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<b>Key Vocabulary</b>	Change, before, after, grow, getting used to, by accident, on purpose, disappointment, thinking, planning, setting a goal, celebrate, happy thoughts		
<b>EYFS Intended Learning Outcomes</b>	<p><b>Knowing myself</b>                      I can tell you what I can do now that I could not 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 do not 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>		

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LC Week	Activities	Resources
1	<ul style="list-style-type: none"> <li>• Remind the children circle time skills: Eyes to see, Ears to hear, Mouth to speak, Head to think, Hands in lap to concentrate – Reinforce these by using visual actions to support recall.</li> </ul> <p><b><u>Circle Game</u></b></p> <ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• <b>What do you do to make you feel better when you feel cross?</b></li> <li>• Read Estelle’s First Day. <b>Ask the children what they think Estelle should have done. What does she need to learn that you already know? 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! Does anyone know what else she could have done?</b></li> <li>• Discuss and acknowledge ideas and possible outcomes of the ideas. <b>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. 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.</b></li> <li>• Sing “If you’re angry and you know it count to ten”</li> <li>• Pass a squeeze around the circle</li> </ul>	Estelle’s First Day story
2	<ul style="list-style-type: none"> <li>• Remind the children circle time skills: Eyes to see, Ears to hear, Mouth to speak, Head to think, Hands in lap to concentrate – Reinforce these by using visual actions to support recall.</li> </ul> <p><b><u>Circle Game</u></b></p> <ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• 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.</li> <li>• Read “I’m Important Too.” <b>How did Rachel feel? Why? Who has a baby brother or sister?</b></li> <li>• Talk about feelings when things change.</li> <li>• I’m important because..... continue around the circle</li> </ul>	I’m Important Too story
3	<ul style="list-style-type: none"> <li>• Remind the children circle time skills: Eyes to see, Ears to hear, Mouth to speak, Head to think, Hands in lap to concentrate – Reinforce these by using visual actions to support recall.</li> </ul> <p><b><u>Circle Game</u></b></p>	Sean, Sinita, and Josh story  Paper/whiteboard and pen

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LC Week	Activities	Resources
	<ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• <b>Read Sean, Sinita, and Josh. What do you think Josh should do? What do you think Sinita should do?</b></li> <li>• <b>What do you think Sean needs to learn? How do you think we could help him to learn these things?</b></li> <li>• Scribe answers</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Remind the children circle time skills: Eyes to see, Ears to hear, Mouth to speak, Head to think, Hands in lap to concentrate – Reinforce these by using visual actions to support recall.</li> </ul> <p><b><u>Circle Game</u></b></p> <ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• Discuss what shall we do? Talk about answers. Does everyone agree?</li> <li>• Pass a smile around the circle</li> </ul>	What shall we do scenarios
5	<ul style="list-style-type: none"> <li>• Remind the children circle time skills: Eyes to see, Ears to hear, Mouth to speak, Head to think, Hands in lap to concentrate – Reinforce these by using visual actions to support recall.</li> </ul> <p><b><u>Circle Game</u></b></p> <ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• Talk about changes. Seasons. Days of the week. Age.</li> <li>• Read The Very Hungry Caterpillar. <b>How did the caterpillar change? What happened in the end?</b></li> <li>• <b>How do babies change? What do babies need?</b> Start with babies need tiny clothes. Show and discuss baby equipment. Measure baby clothes against children’s clothes. Look at how much they have grown.</li> <li>• Sing Miss Polly had a dolly</li> </ul>	The Very Hungry Caterpillar
6	<ul style="list-style-type: none"> <li>• Remind the children circle time skills: Eyes to see, Ears to hear, Mouth to speak, Head to think, Hands in lap to concentrate – Reinforce these by using visual actions to support recall.</li> </ul> <p><b><u>Circle Game</u></b></p> <ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• <b>What can you remember about your first day in school?</b></li> <li>• Play what if.....</li> <li>• <b>What are you looking forward to?</b></li> <li>• Sing “If you’re not sure what to do ask a friend” (Tune: If you’re happy and you know it)</li> </ul>	What if scenarios

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**Estelle's First Day**

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 did not notice, but carried on pushing people out of the way.

**STOP ~ ask questions**

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 ~ ask questions**

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 ~ ask questions**

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 ~ ask questions**

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

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.'

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**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 did not 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 did not fall over, but his arm hurt where Sean had bumped into him. Sean ran off and did not seem to notice what he had done.

**What shall we do?**

- You were going to tea with your friend tomorrow, but her mum rang to say you could not 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 is not 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 P.E and it is P.E 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 cannot 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?

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**What if?**

**What if ...**

What can you do if you do not have your special toy with you and something happens to make you worry? Why?

**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? Why? Or to look sad and watch the others playing? Why? Or to tell someone how you feel? Why?

**What if ...**

Your teacher said you were all going to the hall for a big meeting with other children. You do not 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, shout, and say you are not going? Why? Or to go and hide in a corner and hope nobody sees you? Why? Or to tell someone why you feel frightened? Why?