

Personal, Social, and Emotional Development (PSED)/Social and Emotional Aspects of Learning (SEAL) Circle Time Games Part 2  
Created Kerry Moody

<b>PSED/SEAL (Going for Goals)</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. 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

Personal, Social, and Emotional Development (PSED)/Social and Emotional Aspects of Learning (SEAL) Circle Time Games Part 2  
 Created Kerry Moody

<b>PSED/SEAL (Going for Goals)</b>			
	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>	Learn, finish, before, after, now, today, tomorrow, future, goal, target, succeed, proud		
<b>EYFS Intended learning outcomes</b>	<p><b>Knowing myself</b>                      I know that I can do more things now than I could when I was younger.                      I know that I will be able to do more things when I am older.                      I know that we are all good at different things.                      I can tell you what I like doing and learning.                      I can try new things in my learning.</p> <p><b>Setting a realistic goal</b>                      I can tell you what a goal is.                      I can set a goal for myself.                      I can tell you what I want to achieve and how I am going to do so.</p> <p><b>Planning to reach a goal</b>                      I can say what I am going to do next.</p> <p><b>Persistence</b>                      I can focus my attention and start a task.                      I can sustain my attention.                      I can work hard to achieve my goal.                      I know that working hard is important to reaching my goal.</p> <p><b>Evaluation and review</b>                      I can tell you what I have done and the things that worked well.</p>		

Personal, Social, and Emotional Development (PSED)/Social and Emotional Aspects of Learning (SEAL) Circle Time Games Part 2  
 Created Kerry Moody

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> <li>• Discuss what it means to be “<b>going for a goal</b>”. Talk about taking responsibility – for our successes and when things go wrong</li> <li>• Introduce the idea of and model: When I was a baby I could ..., Now I can ..., When I am older I will be able to ...</li> </ul> <p><u><i>Circle Game</i></u></p> <ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• Pass a tambourine or a bunch of keys silently around the circle. Discuss improvements (for example in the quality of silence or in the time taken to achieve this goal) and try again.</li> <li>• Read The Hare and the Tortoise</li> </ul>	Tambourine / bunch of keys
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><u><i>Circle Game</i></u></p> <ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• <b>What is your goal today? What are you going to play with today? Tomorrow? What are you going to do when you get there?</b></li> <li>• Stand up if you said you were going to play in the sand today and swap places with someone else. Continue for painting, sticking, outside etc.</li> <li>• <b>What could you do if your goal is tricky?</b></li> <li>• Say “good luck with your goal” and pass around the circle.</li> <li>• Take photographs of children being successful for next week</li> <li>• Sing “If you’re good at... clap your hands”</li> </ul>	Digital camera
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><u><i>Circle Game</i></u></p> <ul style="list-style-type: none"> <li>• Choose selection of familiar games from blue circle time book</li> <li>• Have another go at passing the tambourine / keys. Were you better this time? Are we all getting better?</li> <li>• Ask, “Is there something you would really like to be able to do that you cannot do at the moment?”</li> </ul>	Photographs Tambourine / keys  Clever sticks Assembly Script

Personal, Social, and Emotional Development (PSED)/Social and Emotional Aspects of Learning (SEAL) Circle Time Games Part 2  
 Created Kerry Moody

LC Week	Activities	Resources
	<ul style="list-style-type: none"> <li>• Show photographs from last week of children achieving their goals. Give everybody a round of applause; now give them an eyelid clap.</li> <li>• Read Clever sticks</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>• Introduce a puppet into the group and explain that she would like to learn something new today. This is her learning goal. She would like to learn how to draw a house. Say she is not very good at drawing a square yet. Ask the children to help her to learn to do this. What should she do? Use your magic finger to show her how.</li> <li>• Explain that you are going to leave the puppet on the writing table so that the children can help her reach her learning goal.</li> <li>• Make sure the puppet reaches her goal. Show the children what she has done and take a photograph of her to show what she has achieved.</li> <li>• Ask children to set their own goal: • learning to catch a ball, • learning to ride a bike, • learning to swim, • learning to whistle.</li> <li>• Pass a squeeze around the circle.</li> </ul>	Puppet, digital camera
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>• Ask children to finish off the statements: A baby can crawl but you can ....., A baby can coo but you can ....., A baby wears nappies but you wear ....., A baby drinks from a bottle and you drink from a ....., A baby has no teeth and you have ..... Ask children what they want to be when they grow up. Record answers.</li> <li>• Re read ~ The Hare and the Tortoise and discuss what the goal was. How did the Tortoise achieve his goal?</li> </ul>	Paper /whiteboard pen
<b>Additional Lesson</b>	<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>	Target cards

Personal, Social, and Emotional Development (PSED)/Social and Emotional Aspects of Learning (SEAL) Circle Time Games Part 2  
Created Kerry Moody

<b>LC Week</b>	<b>Activities</b>	<b>Resources</b>
	<ul style="list-style-type: none"><li>• Choose selection of familiar games from blue circle time book</li><li>• Say I am good at... Everyone to have a turn.</li><li>• I want to get better at... Everyone to have a turn.</li><li>• Talk about goals that can be practiced in class for example ~ pouring a drink without spilling any. Where could you practice? Taking off and putting on shoes and socks. Who could help you? Writing your name. What will help you? Riding a bike ~ putting both feet on pedals, Throwing at a target, Walking up stairs one foot at a time</li><li>• Put out target cards for some of the things discussed and ask children to put their names down if they want to practice “going for their goal”</li><li>• Pass a squeeze around the circle</li></ul>	