

FOUNDATIONS PROGRAMME

SILVER AWARD

SETTING INFORMATION

Nursery / ELC Name	Methven Primary Nursery
Local Authority	PKC
Lead Practitioner name, role & email address	Kirsteen Blackhall - (Senior Early Childhood Practitioner) name1@pkc.gov.uk
Second Lead / Contact name, role & email address	Angie Foley – (Early Childhood Practitioner) name2@pkc.gov.uk

FOUNDATION WORDS & LANGUAGE PLANNING

Please provide a statement to explain how you and your staff are developing an increasing awareness of Emotion Works Foundation Language, and what steps you've taken to incorporate it into your planning, environment and interactions with children.

Supporting statement:

At Methven we use the Emotion Works Foundations Programme to teach our children how their 'emotions work' by using the language of the first 5 cogs. Through our everyday interactions, planned activities and our learning environment we are seeing our children starting to develop an understanding of what causes their emotions and how these events, feelings, thoughts and behaviours work together.

We are now systematically introducing 'emotion words' and we help our children identify events and 'triggers' that prompt these emotions. We do this in a variety of ways, for example:

- In small, targeted groups using emotion pebbles and emotion cards alongside the Emotion Works symbol books
- Through our *Book of the Fortnight* as a stimulus with all our children
- As a simple 'fix it' resource with some - especially our younger (Strong Start 2s) children

The 'fix it' resource particularly supports these children with emotions and experiences they struggle with e.g., **frustration** due to **sharing** and **taking turns** with peers

We have a *Regulation Station* where symbols to support the language of **emotional regulation** are displayed and we have Cogs up on the walls for staff to use as prompts and reminders when supporting the children to understand and discuss their feelings and behaviours.

We also have a *Daily Greetings* board where children decide how they would like to be greeted on entering the setting i.e., a high five, a wave, a smile, a hug or a fist pump (positive **emotion behaviours**). Some children choose not to have any greeting and this often opens up dialogue between staff, children and their parents about **triggers** (and other **influences**) that might be impacting how a child feels or is behaving, for example, a parent might say, "Oh he is grumpy this morning because he wasn't allowed to play the I-pad before nursery" or "she is just desperate to get in for snack because she wouldn't eat breakfast this morning".

As well as having our symbols books in the book corner for children to access freely we have printed out and laminated duplicate symbols onto colour coded prompt cards for both children and staff to use whenever needed. To help organise the single symbols we've added numbers on the back to keep track of where they are and involve the children in locating and matching them up with where they are stored.

All these resources are easily accessible and act as prompts when engaging in planned and in-the-moment conversations.

The impact of us focussing on developing and teaching the foundation language of the Emotion Works Cogs is

- **Staff** are becoming more proficient with referring to and using the symbol resources and are developing a greater awareness of Emotion Works Foundation Language themselves, resulting in...
- **Children** are developing their emotional literacy skills by developing emotional language, awareness and understanding

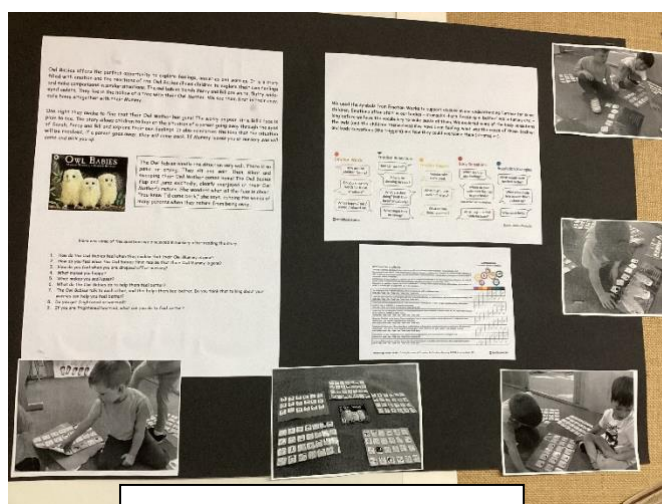
We now incorporate Emotion Works into our fortnightly planning and use the Foundation Language grid retrospectively to assess the language used within each planning block. This is then evaluated to show where our gaps in teaching emotional language and literacy are for future planning.

Photo evidence

Our see-through symbol wallets

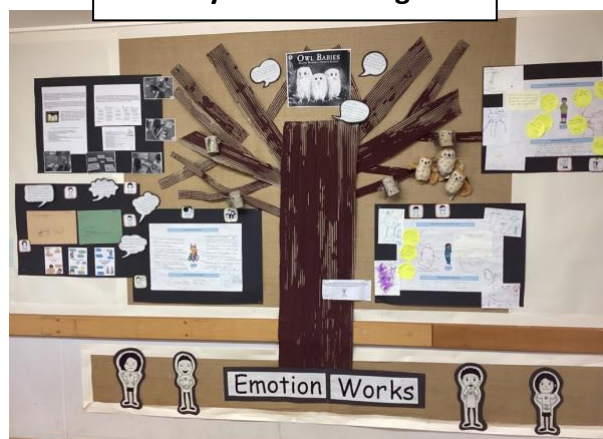


Symbol Folder



Story of the Fortnight

'Fix it' resource



PRACTICE EVIDENCE

Over the next 3 pages please provide a brief supporting statement with photo evidence (or provide a link to an online post or video) showing 3 different examples of how you are using the Emotion Works Foundation Programme in your Early Learning setting. Please bear in mind, at Silver level we're looking for evidence of EW foundation language from across different cog concepts being incorporated into your activities and planning, not just the Emotion Word (orange cog) symbols and names.

The Words and Phrases Grid and the Vocabulary Planning Tool should help with this.

We'd love to see evidence of the symbol book in action more, and symbol prompts for using the language of Emotion Behaviours, Triggers, Body Sensations and Regulation Strategies more in evidence too.

This was all recorded in our Floor Book and on our Foundation Words & Phrases grid, and these will be added to further by staff when more children want to contribute. The book will continue to be read and discussed daily with groups of children and accessible for all our children to look at independently alongside the symbol prompts for a few weeks.

Week Beg. 6-1-24 to Michael Reagin														
Emotion words Foundation Words & Phrases provided as Symbols in the Symbol Book & Foundation Language Set														
Symbol Book Page														
Experiencing words 1. Feelings 2. Emotions 3. Thoughts 4. Attitudes 5. Beliefs 6. Opinions 7. Reactions 8. Responses 9. Behaviors 10. Actions 11. Choices 12. Decisions 13. Plans 14. Goals 15. Objectives 16. Results 17. Outcomes 18. Consequences 19. Effects 20. Impacts 21. Influences 22. Contributions 23. Impressions 24. Perceptions 25. Views 26. Standpoints 27. Positions 28. Stances 29. Postures 30. Attitudes 31. Beliefs 32. Opinions 33. Reactions 34. Responses 35. Behaviors 36. Actions 37. Choices 38. Decisions 39. Plans 40. Goals 41. Objectives 42. Results 43. Outcomes 44. Consequences 45. Effects 46. Impacts 47. Influences 48. Contributions 49. Impressions 50. Perceptions 51. Views 52. Standpoints 53. Positions 54. Stances 55. Postures 56. Attitudes 57. Beliefs 58. Opinions 59. Reactions 60. Responses 61. Behaviors 62. Actions 63. Choices 64. Decisions 65. Plans 66. Goals 67. Objectives 68. Results 69. Outcomes 70. Consequences 71. Effects 72. Impacts 73. Influences 74. Contributions 75. Impressions 76. Perceptions 77. Views 78. Standpoints 79. Positions 80. Stances 81. Postures 82. Attitudes 83. Beliefs 84. Opinions 85. Reactions 86. Responses 87. Behaviors 88. Actions 89. Choices 90. Decisions 91. Plans 92. Goals 93. Objectives 94. Results 95. Outcomes 96. Consequences 97. Effects 98. Impacts 99. Influences 100. Contributions 101. Impressions 102. Perceptions 103. Views 104. Standpoints 105. Positions 106. Stances 107. Postures 108. Attitudes 109. Beliefs 110. Opinions 111. Reactions 112. Responses 113. Behaviors 114. Actions 115. Choices 116. Decisions 117. Plans 118. Goals 119. Objectives 120. Results 121. Outcomes 122. Consequences 123. Effects 124. Impacts 125. Influences 126. Contributions 127. Impressions 128. Perceptions 129. Views 130. Standpoints 131. Positions 132. Stances 133. Postures 134. Attitudes 135. Beliefs 136. Opinions 137. Reactions 138. Responses 139. Behaviors 140. Actions 141. Choices 142. Decisions 143. Plans 144. Goals 145. Objectives 146. Results 147. Outcomes 148. Consequences 149. Effects 150. Impacts 151. Influences 152. Contributions 153. Impressions 154. Perceptions 155. Views 156. Standpoints 157. Positions 158. Stances 159. Postures 160. Attitudes 161. Beliefs 162. Opinions 163. Reactions 164. Responses 165. Behaviors 166. Actions 167. Choices 168. Decisions 169. Plans 170. Goals 171. Objectives 172. Results 173. Outcomes 174. Consequences 175. Effects 176. Impacts 177. Influences 178. Contributions 179. Impressions 180. Perceptions 181. Views 182. Standpoints 183. Positions 184. Stances 185. Postures 186. Attitudes 187. Beliefs 188. Opinions 189. Reactions 190. Responses 191. Behaviors 192. Actions 193. Choices 194. Decisions 195. Plans 196. Goals 197. Objectives 198. Results 199. Outcomes 200. Consequences 201. Effects 202. Impacts 203. Influences 204. Contributions 205. Impressions 206. Perceptions 207. Views 208. Standpoints 209. Positions 210. Stances 211. Postures 212. Attitudes 213. Beliefs 214. Opinions 215. Reactions 216. Responses 217. Behaviors 218. Actions 219. Choices 220. Decisions 221. Plans 222. Goals 223. Objectives 224. Results 225. Outcomes 226. Consequences 227. Effects 228. Impacts 229. Influences 230. Contributions 231. Impressions 232. Perceptions 233. Views 234. Standpoints 235. Positions 236. Stances 237. Postures 238. Attitudes 239. Beliefs 240. Opinions 241. Reactions 242. Responses 243. Behaviors 244. Actions</														

PRACTICE EVIDENCE 2. Symbol Environment

Supporting statement:

We have our 'Regulation Station' (photos already submitted for our Bronze award) which is a space for children to access independently or with a friend or adult if they need time or space to regulate their emotions, or just some time to themselves.

We have our Symbol Books in our story corner for children to look at and use to support what they want to talk about any time they wish.

We also have our Symbol Folder which adults use with children, and we have also further copied and laminated an extra set of symbols which are numbered and colour coded in see-through wallets which can be accessed by any child or adult for intentional and responsive purposes.

For adult reference - we have a wall display showing the first 5 cogs and also the 7 Cog Model poster as a visual prompt for staff and parents to help us keep the cogs in mind and support discussions and engagement around all the cogs.

Photo evidence (up to 6 photos) or provide url link to evidence shared elsewhere

Daily Greetings chart



'Fix it' boards



Regulation Station

PRACTICE EVIDENCE 2. Another learning activity or experience of your choice

Supporting statement:

Pass the Parcel/charades 'Cogmas' game.

Over the Christmas period we played pass the parcel with a twist. The parcel that was passed around the circle contained some **orange emotion word symbols** and when the music stopped the child who had the parcel had to open it and look at the symbol while the other children closed their eyes.

When ready, the children opened their eyes and watched the child demonstrate the emotion for them to guess. The commentary and questioning from staff while the charade happened supported the naming of **emotion behaviours**/expressions and **emotion words** too. For example – “can you show us what you might do to show this feeling /emotion” and then to comment on the child’s actions e.g. “jump up and down” or “scream and shout”. As part of the game, children were also asked why they might feel this way (to help talk about **emotion triggers**) e.g. if they opened the parcel and they looked disappointed this might be because they didn’t like what they received or already had the same thing already.

The Word grid below also shows that the game and resulting discussions covered ‘feel better’ **regulation strategies** and **body sensations** associated with feeling different emotions too.

Photo evidence (up to 6 photos) or provide url link to any evidence shared elsewhere



Cogmas WORK 1,2&3, DEC 2024

Emotion works Foundation Words & Phrases provided as Symbols in the Symbol Book & Foundation Language Symbol Set

Symbol Book Page	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
Emotion / feeling words	Angry / Grumpy	Happy / Cheerful	Tired / Sleepy	Surprised / Shocked	Sad / Disappointed	Grumpy	Happy	Tired	Surprised	Sad	Angry	Happy	Tired	Surprised	Sad	Angry	Happy	Tired	Surprised	Sad	Angry	Happy	Tired	Surprised	Sad	Angry	Happy	
Body Sensations - Face location	Forehead	Eyes	Mouth	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	
Body Sensations - Body location	Head	Face	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	
Body Sensations - Discomfort	Itchy	Painful	Warm	Cool	Hot	Cold	Soft	Hard	Light	Heavy	Fast	Slow	Quiet	Loud	Smooth	Bumpy	Soft	Hard	Light	Heavy	Fast	Slow	Quiet	Loud	Smooth	Bumpy	Soft	
Emotion Triggers - general topics	Animals & Pets	Trucks & Vehicles	Trains & Planes	Games & Toys	Food & Drink	Weather	Seasons	Places	People	Events	Activities	Objects	Colors	Shapes	Textures	Tastes	Smells	Sounds	Visuals	Touch	Temperature	Weight	Speed	Volume	Pressure	Consistency	Appearance	Function
Mixed specific triggers	Animals	Trucks	Trains	Games	Food	Weather	Seasons	Places	People	Events	Activities	Objects	Colors	Shapes	Textures	Tastes	Smells	Sounds	Visuals	Touch	Temperature	Weight	Speed	Volume	Pressure	Consistency	Appearance	
Behaviours - using parts of the body	Head	Face	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	
Behaviours - using body parts	Head	Face	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	
Behaviours - verbs & action words	Head	Face	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	
Behaviours that may be challenging / require guidance	Head	Face	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	
Behavioural Guidance Language	Head	Face	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	
Emotion Regulation / Feel better strategies (top regulation and self-regulation)	Head	Face	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	Shoulder	Arm	Hand	Wrist	Elbow	Forearm	Back	Neck	
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