



Tilly and the Journey of Me: PSED Unit guide and overview

An early personal, social and emotional intervention programme designed to support children in this prime area of learning within the EYFS.

6 weeks

10 minutes a day

1:1 or small group

Overview of FLIP: Tilly and the Journey of Me



This six-week intervention programme supports children entering Reception who require additional support with self-regulation, emotional development and social skills.

Children need secure personal, social and emotional foundations to recognise and manage feelings, build positive relationships and engage successfully with learning. Early identification and focused practice can help close emerging developmental gaps.

The programme provides a structured, engaging approach to PSED, with regular opportunities for practitioners to observe, record and review progress.

HOW IT WORKS

1 Tilly's journey

Each week begins with a new imaginative land and a clear PSED focus.

2 Guided practice

Stories, play, practical resources and guided scripts help children practise key skills.

3 Track progress

Practitioners record observations, successful strategies and appropriate next steps.

Purpose and intended outcomes



Emotional awareness

Identify, name and express feelings appropriately.

Self-regulation

Notice body signals and practise simple calming strategies.

Foundations for learning

Build relationships, cooperation, resilience and a confident have-a-go attitude.

Targeted intervention

Early, targeted intervention and ongoing assessment help strengthen PSED foundations and support children in reaching their full potential.

Who is it for?

Use the Identification and Progression Toolkit to identify children who should take part, record progress and support decisions alongside Practitioner Notes and the Participation Log.

How to deliver this unit

Before starting the unit

- Use the FLIP Identification and Progression Toolkit.
- Decide whether to deliver 1:1 or in a small group of up to four or five children.
- Set aside approximately 10 minutes each school day for six weeks.
- Read the weekly overview and prepare the presentation and resources.
- Have the Practitioner Notes and Participation Log ready.

Keep the learning focus and sequence consistent, while using professional judgement to adapt pace, questioning, modelling, thinking time and support.

For each session

- 1 Prepare**
Read the session plan and gather the resources.
- 2 Introduce**
Sing or say the “Magic Carpet” chant.
- 3 Model and practise**
Follow the planned sequence, modelling the language and strategies and giving children time to respond, practise and repeat.
- 4 Record**
Note observations, difficulties, successful strategies and signs of progress.

Responsive delivery: Keep the weekly focus and learning sequence consistent, while using professional judgement to adapt pace, questioning, modelling, thinking time and support. Revisit successful strategies so children can use them beyond the session.

Six-week learning and vocabulary

The journey develops from recognising feelings to regulating, reframing and responding with growing independence.

Stage	Week	Land	Key learning	Key vocabulary
Recognise	1	Land of feelings	- Identify basic emotions - Begin to link feelings to experiences	Happy, sad, angry, worried, excited "Tilly feels..."
	2	Land of who I am	- Talk about their own feelings - Recognise strengths and areas of difficulty - Talk about abilities and preferences	Me, proud, good at, choose "I am good at..." "I can..."
Regulate	3	Land of calm	- Notice body signals - Learn simple calming strategies - Begin to regulate behaviour with support	Calm, relax, slow, quiet, breathe "I can calm my body..." "My body feels..."
Reframe	4	Land of friends	- Discuss what makes a good friend - Show kindness and inclusion - Engage in back-and-forth conversations - Use language to build relationships	Friend, kind, help, share, play "I can help you..." "Can I join in?"
Respond	5	Land of togetherness	- Turn-taking and collaboration - Share resources - Use language to negotiate	Turn, share, wait, together, next "Let's share" "Can I have a turn next?"
	6	Land of the brave	- Build resilience and perseverance when challenged - Begin to manage frustration - Cope appropriately with winning and losing	Try, again, brave, tricky, practise "I can't do it yet!" "I'll try again"

Weekly themes



Each week explores a different aspect of personal, social and emotional development.

1

Week 1

Land of feelings

2

Week 2

Land of who I am

3

Week 3

Land of calm

4

Week 4

Land of friends

5

Week 5

Land of togetherness

6

Week 6

Land of the brave

Suggested delivery: 1:1 or small group, delivered by a teacher or teaching assistant.

Resources: Weeks 1 to 3

Week 1 - Land of feelings	Week 2 - Land of who I am	Week 3 - Land of calm
• teddy bear • suitcase/bag to store resources • small carpet or rug • counters or bingo dabbers • whiteboard pens	• teddy bear • suitcase/bag to store resources • small carpet or rug	• teddy bear • suitcase/bag to store resources • small carpet or rug • large plain paper • colouring pencils or crayons
Included resources • feelings picture cards • feelings bingo boards • blob person template • blob tree • feelings illustration cards	Included resources • strengths and challenges sheet • happy/sad sorting scenarios • angry/calm sorting scenarios • feelings illustration cards • blob person outline • my feelings board	Included resources • daisy and dandelion cards • starfish breathing cards • mindful tracing cards • mindful meditation script

Resources: Weeks 4 to 6

Week 4 - Land of friends	Week 5 - Land of togetherness	Week 6 - Land of the brave
● teddy bear ● suitcase/bag to store resources ● small carpet or rug ● pen ● large paper ● set of building blocks ● bridge-building materials	● teddy bear ● suitcase/bag to store resources ● small carpet or rug ● pot of bubbles ● pens, pencils or crayons ● children's scissors	● teddy bear ● suitcase/bag to store resources ● small carpet or rug ● large paper and pen ● pencils ● beanbags and hoops ● number cards and scoreboards ● building blocks ● one-minute timer
Included resources ● you're a star sheet ● helping hands mission cards	Included resources ● collaborative colouring sheet	Included resources ● power of yet colouring sheet ● noughts and crosses template

End of programme guidance



At the end of the six-week intervention, practitioners should review all evidence gathered during the programme.

Evidence to review

- Practitioner notes
- Daily observations
- Participation logs
- Identification and progression toolkit records
- Any additional assessment or monitoring information

Practitioners should determine whether:

-  **Sufficient progress**
The child no longer requires targeted intervention support in this area at this time.
-  **Further cycle**
The child would benefit from another cycle of targeted intervention.
-  **Additional concerns**
Further personalised support or monitoring may be required.

When further support may be needed

Where limited progress continues to be evident, practitioners should discuss concerns with the school SENDCo.

In collaboration with staff and parents/carers, schools may consider:

- Placing the child on an Individual Support Plan using the school's agreed proforma.
- Implementing additional targeted strategies or interventions within the classroom environment.
- Monitoring progress over a longer period of time.
- Seeking advice or involvement from relevant outside agencies, such as Speech and Language Therapy, Occupational Therapy, Physiotherapy or other specialist services.

The end-of-programme review should ensure decisions are informed by evidence, consistent observations and the child's individual rate of progress.