



Personal, Social, Emotional Development

	Autumn	Spring	Summer	Mastery
Self-Regulation	<ul style="list-style-type: none"> -Can talk about and name some feelings e.g. sad, happy, angry, lonely, worried. - Recognise symbols to represent feelings. -Knows that they can talk to adults at home and school if they feel, sad, lonely or worried. -Begin to recognise how people show emotions. -Begins to ask adults for help when trying to resolve conflicts. 	<ul style="list-style-type: none"> -Begins to try and resolve conflicts independently but sometimes needing an adult to help. -Able to express feelings appropriately. -They will begin to learn about strategies that will help them to calm e.g. get a drink of water, go and find Bow Bear to give them space. -Begin to talk about what another child might be thinking (able to see things from another child's perspective). 	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)</p> <p>Can name a range strategies they can use to help regulate their emotions and behaviour.</p>	<ul style="list-style-type: none"> - Regulates strong feelings and uses a wider range of vocabulary to name these feelings when talking about them.
	<ul style="list-style-type: none"> -Make choices about how they want to spend their time. - Talk about what they want to do and what they hope to achieve. -Select resources that they need for chosen tasks. -Show some patience as they wait for what they want. 	<ul style="list-style-type: none"> -Plans what they will do as they play with and explore new or familiar resources. -Show resilience when things are difficult. -Asks another child or an adult for support when they recognise they need help. -Spend extended periods of time on one activity in order to meet self-chosen target. 	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</p>	<ul style="list-style-type: none"> -Creatively sets own goals and works meticulously towards them, using trial and error to achieve what they were aiming for.

		-Apply what they have been taught to independently complete		
	<ul style="list-style-type: none"> -Listens to adult in small group or whole class learning. - Listens to other children during play and responds to their comments. -Able to hold a piece of information in mind. -Follows a two part instruction. 	<ul style="list-style-type: none"> - Listens and responds during whole class or small group learning. -Begins to interact with adult or child for a short time while focussing on another activity. -Manages to keep their attention and ignore distractions for a short amount of time. -Follows a three part instruction. 	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)</p>	<ul style="list-style-type: none"> -Attentively listens and responds to an adult in back and forth conversations. -Holds several ideas or actions in mind and confidently relays these to a peer or adult.
Managing Self	<ul style="list-style-type: none"> -Independently selects resources for the activity their chosen activity. - Talks with others about what they are doing during the task and once they have completed the task they were working on. -Will try an unfamiliar activity with minimal support although sometimes needing some encouragement from an adult. 	<ul style="list-style-type: none"> -Becoming more confident to try unfamiliar activities without encouragement from adults. -Will happily work with unfamiliar adults within the school environment. -Begin to realise that it is ok to make mistakes because that is how we learn to improve. -Shows perseverance when given a difficult challenge. -Knows that they are a valuable member of the group and so will share 	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)</p> <p>Takes on feedback from others and acts upon this.</p>	<p>Reflects and self-evaluates their own work and recognises how to make it even better.</p>

		ideas, experiences, interests so that others can find out more.		
	<ul style="list-style-type: none"> -Begin to follow rules in a game or in day to day activities. -Take responsibility for caring for class environment and learns associated rules e.g. tidying up, putting lids on pens. -Begins to talk about why rules are needed. -Can talk about some rules they are aware of. Discuss why rules are needed in wider environment. 	<ul style="list-style-type: none"> -Can follow rules without always being reminded by adult. -Becoming more aware of rules and using them in everyday situations with friends. -Becoming more independent in remembering rules and routines. -Talks about right and wrong and the consequences involved. Use texts such as Little Red Hen to develop discussions about what is the right thing to do. 	Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)	Explains to others about what they did or how they felt during a specific situation and how they dealt with it/overcame it.
	<ul style="list-style-type: none"> -Be responsible for their own equipment with some support e.g. hang up coat, put drink bottle away. -Understands why washing our hands is important. -Learns about toilet hygiene and nose blowing/ coughs and sneezes. <p><i>Able to manage their needs most of the time:-</i></p>	<p><i>Able to manage their own needs all of the time:</i></p> <ul style="list-style-type: none"> -Toileting/washing hands/drink and snack/coat /socks and shoes. -Being responsible for their own equipment -Getting changed and unchanged with very little support. 	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)	Confidently manages all needs independently and has a thorough understanding of all aspects of maintaining good health and wellbeing.

	<ul style="list-style-type: none"> -Goes to the toilet independently and is able to wipe themselves clean. - Washes and dries hands independently. -Able to dress and undress with some adult assistance for buttons, buckles, socks and turning clothes the right way around. 	<ul style="list-style-type: none"> -Understands that exercise and healthy eating are important for our bodies. -Introduce 'Listening to our body' check sheet:- need for toilet, drink, rest, taking off jumper, food. Other aspects to cover:- Exercise, Healthy eating Tooth brushing Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian (All link with Physical Development) 		
Building Relationships	<ul style="list-style-type: none"> -Plays with another child or a larger group of children. -Able to share with other children. -Begins to wait their turn and understands why turn taking is important. - Can talk about what makes a good friend. -Begins to learn ways of making friends – teach friendship phrases e.g. 'I like the game you're playing, can I join in?' 	<ul style="list-style-type: none"> -Plays alone and with other children in a range of activities. -Able to extend play ideas by talking with others. -Invites others to join game and asks to join in another child's game. (use taught play phrases) -Begins to negotiate or compromise during play in order for play to continue and develop. -Begins to be more confident to assert their ideas in play. 	Works and plays cooperatively and take turns with others (ELG)	<ul style="list-style-type: none"> -Supports other peers to help resolve conflicts by offering suggestions and acting as a mediator. -Confidently uses skills of assertion, negotiation and compromise.
	<ul style="list-style-type: none"> -Searches out a particular friend who they enjoy playing with or someone who enjoys similar interests. 	<ul style="list-style-type: none"> -Listens to others and responds to them, showing respect. 	Forms positive attachments to adults and friendships with peers (ELG)	Shows adaptability when circumstances change e.g. new teacher or class,

	-Will ask an adult or friend for help if needed.	- Is becoming more confident at speaking with unfamiliar adults who work in the school or visitors invited into the class. (Invite visitors in linked with topic themes)		forming new, positive attachments.
	-Begins to understand that everyone has different strengths and to realise that different people find some things more tricky than others.	-Identify how others in the group are similar and different. Show more awareness of others:- -Recognise how other children might be feeling and to adapt response accordingly. -Take into account how others might want to organise an activity, adapt accordingly.	Shows sensitivity to their own and to others' need (ELG)	Shows empathy towards others.