

## Personal, Social & Emotional Development

By the end of EYFS,

**Self-Regulation ELG** Chn at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

**Managing Self ELG** Chn at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices

**Building Relationships ELG** Chn at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

<b>Autumn Term</b>		
<b>Self -Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
<ul style="list-style-type: none"><li>• Chn will know that the carpet areas is a quiet place (modelled)</li><li>• Chn will be able to find their spot to sit on.</li><li>• Chn will know how to sit (cross-legged (unless medical reasons) modelled)</li></ul>	<ul style="list-style-type: none"><li>• Chn will know where and how to hang up coats/belongings</li><li>• Chn will consistently find their own peg</li><li>• Chn will know snack time routines</li><li>• Chn will know how to recognise their first name</li></ul>	<ul style="list-style-type: none"><li>• Chn will know how to take turns in very small, structured group time (modelled)</li><li>• Chn will know to use their manners</li><li>• Chn will know the simple rules of the classroom: -Be kind</li></ul>

<ul style="list-style-type: none"> <li>Chn will build resilience for sitting. Initially they will sit for 5 minutes , then 10 minutes and build up to 15 minutes.</li> <li>Chn will know how to be quiet when others speak on the carpet (adults &amp; chn) (modelled and supported by adults in a variety of contexts)</li> <li>Chn will know the strategies that adults use to stop &amp; tidy up</li> <li>Chn will know how adults support conflict resolution (modelled)</li> <li>Chn will know how to relate stories/games which promote positive relationships to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Chn will know how to self-register by finding their name and putting it in the correct place</li> <li>Chn will know how to move around school with confidence eg dining room (supported)</li> <li>Chn will know how to tell an adult they need the toilet</li> <li>Chn will know the routines and expectations around toileting</li> <li>Chn will know how to dress themselves with support</li> <li>Chn will know the right shoes to put on for the activity</li> <li>Chn will know and recognise when their feelings are having a negative impact</li> <li>Chn will know what good behaviour in the setting is and what is not</li> <li>Chn will be able to reflect on their own behaviour</li> </ul>	<p><b>-Hands and feet to self</b></p> <ul style="list-style-type: none"> <li>Chn will know what the rules mean and what it looks like</li> <li>Chn will know how their behaviour links to the rules</li> <li>Chn will know how to invite others into their play with the support of an adult</li> <li>Chn will know and recognise their own feelings</li> <li>Chn will know how to verbalise their frustration/anger/fear/jealousy...</li> <li>Chn will know the positive outcomes of sharing equipment (modelling praise)</li> <li>Chn will know that some people need extra help and how they can support a friend</li> <li>Chn will know that everybody has feelings</li> <li>Chn will know that there are differences and similarities in people and use simple language to describe</li> </ul>
<b><u>Assessment</u></b>		
<ul style="list-style-type: none"> <li>Chn can follow 2/3 step instructions</li> <li>Chn can sit for 15 minutes</li> <li>Chn can select activities in continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>Chn can ask and independently access the toilet following routines</li> <li>Chn can recognise and express their own emotions</li> </ul>	<ul style="list-style-type: none"> <li>Chn show an awareness of basic manners</li> <li>Chn are beginning to regulate their emotions with support</li> </ul>

<ul style="list-style-type: none"> <li>Chn can tidy up with support</li> </ul>	<ul style="list-style-type: none"> <li>Chn can manage their own belongings eg coat/bag...</li> </ul>	<ul style="list-style-type: none"> <li>Chn can invite another child into their play with support</li> <li>Chn can take turns in a small group</li> <li>Chn know that people have similarities and differences and can use simple language to describe</li> </ul>
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<b>Spring Term</b>		
<b>Self-Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
<ul style="list-style-type: none"> <li>Chn will know how to consistently follow 3 step instructions</li> <li>Chn will build concentration to focus on activities during continuous provision</li> <li>Chn will know how to tidy up consistently when finished at an activity without intensive teacher scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>Chn will know that food and drink is necessary to keep their body working</li> <li>Chn will know that some food and drinks are better for the body than others</li> <li>Chn will know the word healthy</li> <li>Chn will know they can make choices that are healthy</li> <li>Chn will know that some foods are treats</li> <li>Chn will move confidently around the building following expectations eg library/hall</li> <li>Chn will know how to ask for help from an adult</li> <li>Chn will ask children and adults questions to gain information at the right time</li> </ul>	<ul style="list-style-type: none"> <li>Chn will know that their words and actions impact others</li> <li>Chn will know how to verbalise the emotions of others</li> <li>Chn will know how to take responsibility and apologise (conflict resolution)</li> <li>Chn will know how to accept an apology</li> <li>Chn will know that how they treat others is a choice they make</li> <li>Chn will know how to make changes to their behaviour and will verbalise this</li> <li>Chn will know that families may look different</li> <li>Chn will know and recognise when others are feeling sad/lonely/ need help</li> </ul>

	<ul style="list-style-type: none"> <li>Chn will know how to speak in front of a group to present an idea in simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Chn will know how to find help for others</li> </ul>
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>Chn verbalise how their behaviour meets or misses expectations</li> <li>Chn know when their behaviour needs to change and will make expected choices</li> </ul>	<ul style="list-style-type: none"> <li>Chn know that some foods are better for their bodies</li> <li>Chn are consistently following school routines</li> <li>Chn access the toilet independently</li> <li>Chn can independently change for PE</li> </ul>	<ul style="list-style-type: none"> <li>Chn consistently share equipment in continuous provision</li> <li>Chn understand that other people have feelings and begin to understand how their behaviour impacts on others</li> <li>Chn recognise when they can include and invite others into their play</li> </ul>

<b>Summer Term</b>		
<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>
<ul style="list-style-type: none"> <li>Chn will know how to take on responsibilities within the class eg line leader</li> <li>Chn will know the school rules ready for Y1</li> </ul>	<ul style="list-style-type: none"> <li>Chn will ask questions to gain information from familiar/unfamiliar adults</li> <li>Chn will know and recognise when they and others do not follow the rules</li> <li>Chn will know to tell other chn to stop when their behaviour is upsetting them</li> <li>Chn will know how to stop when asked to be others</li> <li>Chn will independently change for PE within 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Chn will identify positive aspects of other people's behaviour</li> <li>Chn will know how to achieve a compromise (won't always get their needs met immediately and may have to wait)</li> </ul>

	<ul style="list-style-type: none"><li>• Chn will know that they need a hat when it is sunny outside and will put it on themselves</li></ul>	
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