

## EYFS: Personal, Social and Emotional Development

Nursery Rising Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Begin to show 'effortful' control. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front	Be increasingly able to talk about and manage their emotions.  Develop friendships with other children	Safely explore emotions beyond their normal range through play and stories	Talk about their feelings in more elaborated ways Learn to use the toilet with help and then independently

Nursery 3-4 Years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Play with one or more other children, extending and elaborating play</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Describe ways in which they can help others and</p>

	<p>Play with one or more other children, extending and elaborating play ideas,</p> <p>Settle to some activities for a short period of time.</p> <p>Enjoy the company of others.</p> <p>Celebrate their friends and include them in play.</p>	<p>ideas.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p>				why they would do so.
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#### End Point:

#### Self-Regulation

Increasingly follow rules, understanding why they are important,

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Talk with others to solve conflicts, rather than 'snatching'.

#### Managing Self

Develop their sense of responsibility and membership of a community.

Be increasingly independent in meeting their own care needs.

#### Building Relationships

Play with one or more other children, extending and elaborating play ideas,

Understand gradually how others might be feeling.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships with adults and peers; gaining confidence to speak to them.</p> <p>Express their feeling and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Begin to share resources in order to get on with others and 'take turns'.</p> <p>Think about the perspectives of others.</p> <p>To use the toilet independently, following one-step instructions to wash hands and seeking adult support when needed.</p> <p>Focus during short, whole class activities.</p> <p>Explore the continuous provision in Reception.</p>	<p>Express and indicate their feelings; learning the importance of speaking to a trusted adult if they are upset, hurt or worried.</p> <p>Begin to consider the feelings of others.</p> <p>Explore the continuous provision in Reception, becoming familiar with routines and rules.</p> <p>Adapt their behaviour to a range of situations.</p> <p>Consider and manage some risks without direct adult supervision and be able to follow routines and structure with increasing independence.</p> <p>Have the confidence to play alongside other children who have chosen the same activity, beginning to develop friendships.</p> <p>Build constructive and respectful relationships.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Focus during longer whole class teaching.</p> <p>Follow two-step instructions to zip coat, dress and undress and practice buttons.</p> <p>Apply taught strategies to support 'turn taking' and working collaboratively with others; considering their perspectives.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Identify and name healthy foods.</p> <p>Understand the importance of healthy food choices.</p> <p>Suggest healthy ingredients that can be used to make simple snacks.</p> <p>Begin to work as a group with their peers.</p> <p>Look after basic hygiene and personal needs and talks about the importance of good oral health.</p> <p><i>Smile for Life and Phunky Food links</i></p>	<p>Talk about what they are good at and what they want to get better at, showing resilience and perseverance in the face of challenge and identifying themselves as a valuable individual.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own basic needs with increasing independence.</p> <p>Control their emotions using a range of techniques.</p> <p>Begin to develop relationships with other adults across the school.</p>	<p>Maintain focus during extended whole class teaching.</p> <p>Follow instructions in three-steps, showing resilience and perseverance.</p> <p>Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends.</p> <p>Suggest ways to keep safe in the sun.</p>

**End Point:**

**ELG: Self-Regulation**

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 focused 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.

**ELG: Managing Self**

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.

**ELG: Building Relationships**

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships.

SEATON  
ACADEMY