



Reception – Personal, Social and Emotional Development

	Self-Regulation			Managing Self			Building Relationships		
Early Learning Goal	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 		
	Autumn			Spring			Summer		
Topic	Who am I and where do I live? Let's celebrate!			Around the World Watch me grow!			A journey through time... We're all going on a Summer holiday!		
	Core Content								
	Self-Regulation	Managing Self	Building Relationships	Self-Regulation	Managing Self	Building Relationships	Self-Regulation	Managing Self	Building Relationships
End Points	<p>Show focused attention to the teacher.</p> <p>Name emotions: sad, happy, angry, scared, love.</p> <p>Begin to identify their own feelings and emotions.</p> <p>Recognise that other people have feelings.</p> <p>Understand that their behaviour may affect others especially when they are angry.</p>	<p>See themselves as a valuable individual.</p> <p>Settle into the routines and expectations of the classroom – registration, snack time, lunch, rules of our areas etc.</p> <p>Become familiar with and follow class and school rules.</p> <p>Select resources independently.</p> <p>Begin to respect resources and tidy up after themselves.</p> <p>Leave their familiar adult happily at the beginning of school day.</p>	<p>Know the names of other children in the class.</p> <p>Understand the importance of welcoming everyone into our class group.</p> <p>Recognise the differences between each other and celebrate those differences.</p> <p>Know what makes themselves and others special.</p> <p>Talk about relationships outside of school – siblings, cousins, other friends.</p>	<p>Show focused attention to others.</p> <p>Show signs of intrinsic motivation – completing tasks to the best of their ability for themselves and not to please an adult.</p> <p>Learn to link events in books to real life feelings.</p> <p>Know some simple techniques to self-comfort/calm themselves.</p> <p>Be able to discuss appropriate responses to different situations.</p> <p>Follow multi-step instructions.</p>	<p>Understand the need for rules to keep everyone safe.</p> <p>Increasingly follow rules without reminders.</p> <p>Persevere when tasks become difficult.</p> <p>Begin to challenge themselves and to keep trying.</p> <p>Identify what they can do themselves to improve.</p> <p>Recognise that if they keep trying, they will get better.</p> <p>Make links between completing tasks and the positive feelings it creates.</p>	<p>Understand the concept of friendship as including people and not excluding because of 'Best Friends' or exclusive friendship groups.</p> <p>Understand what it means to be a good friend (a friend is someone who helps and supports).</p> <p>Understanding that there may be people who you enjoy doing different things with and that is fine.</p>	<p>Demonstrate increasing self-regulatory behaviour (eg. learning to stop themselves from making a 'bad choice'; paying attention to the teacher and following rules, even when they are engaged in an activity).</p> <p>Set own goals, being able to wait for what they want.</p> <p>Continue to develop self-control and calming techniques.</p> <p>Know the importance of</p>	<p>Articulate individual rules and the reason they are in place.</p> <p>Follow rules because they have an understanding of why they exist.</p> <p>Demonstrate a good understanding of what is right.</p> <p>Show an ability to follow instructions involving several ideas or actions.</p> <p>Speak confidently with others about interests, opinions, ideas and reads.</p> <p>Demonstrate confidence and</p>	<p>Solve problems and find solutions to conflicts and rivalries.</p> <p>Understand they must respect and care for our world (identifying ways in which they can do this).</p> <p>Demonstrate empathy towards other people and God's creatures (putting the needs of others/our world before their own desires, where appropriate).</p> <p>Know that the feelings and views of others are</p>



Reception – Personal, Social and Emotional Development

	<p>Show patience and wait their turn. Know to ask an adult for help to manage uncomfortable feelings.</p>	<p>Understand germs can make us poorly. Recognise simple ways in which germs can be spread (not washing hands, not covering mouth when sneezing). Learn the importance of hand washing before food and after using the toilet. Talk about changes they feel when well and unwell. Recognise the importance of healthy food choices. Establish how to be a good pedestrian (pedestrian training).</p> <p>Self-help Put on and take off shoes. Put on a pair of wellies. Go to the toilet independently. Wash and dry hands. Put on and take off coat. Line up and wait.</p>	<p>Begin to explore their own and other cultures. Know we are all unique. Play alongside and with other children - welcoming others into their play.</p>	<p>Recognise that children around the world may look different or live differently but they all have the same needs – to be loved, to be looked after, to be fed and kept safe. Know that people show their emotions in different ways (eg crying with happiness). Be able to think about the feelings of others and respond appropriately (e.g. comforting someone who is hurt, getting a teacher when someone is angry).</p>	<p>Identify appropriate food choices (eg. fruit and vegetables help to keep us healthy). Understand the importance of teeth brushing (practicing the movements and process). Recognise foods that damage our teeth. Recognise too much screen time can have a negative impact.</p> <p>Self-help Put on own gloves, scarves, hats etc. Store these items so they can find them again. Put on and take off jumper. Put on and take off socks. Begin to cut up own food.</p>	<p>Know they can have lots of different friends. Begin to ask appropriately to join play (e.g. please may I play with you?). Develop understanding of turn taking and sharing – how do we make people feel when we share things? How does it make us feel? Know how to tell their friends when what they are doing is upsetting them. Know how to ask friends if they need any help.</p>	<p>maintaining good learning behaviour. Identify and moderate their own feelings socially and emotionally. Show awareness of how we can help others to behave well. Show understanding of consequences for their own behaviour and articulate.</p>	<p>resilience when completing tasks. Show resilience and perseverance when challenged. Explain preferences-voting. Describe self in positive but realistic terms. Discuss abilities (what I can do and what I need to get better at). Think of other ways of doing something if something hasn't worked. Talk about the importance of good oral hygiene, keeping ourselves clean and germ free, making healthy choices when eating and why regular exercise is important.</p> <p>Self-help Remember to take sun hat outside. Seek shade and sitting down to cool off. Remember to drink water regularly in warmer weather.</p>	<p>important – show sensitivity towards these. Talk about any worries we have and what we can do to help each other feel better about things.</p>
--	---	---	--	--	--	--	--	---	---



Reception – Personal, Social and Emotional Development