



Early Years Foundation Stage

Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-regulation	<ul style="list-style-type: none"> To begin to recognise different emotions. To talk about their own emotions and begin to be able to say how they are feeling. To focus during short class/group activities. To follow one step instructions. 	<ul style="list-style-type: none"> To talk about how they are feeling. To begin to consider feelings of others. To adapt behaviour to a range of situations using; <i>to stop, to think</i> and them <i>to choose</i>. 	<ul style="list-style-type: none"> To focus during longer whole class lessons. To follow two-step instructions. To become confident in choosing resources and their learning during structured play. To understand how people show emotions. 	<ul style="list-style-type: none"> To identify and moderate their own feelings, socially and emotionally. To consider the feelings and needs of others. To understand how people show emotions. 	<ul style="list-style-type: none"> To control their emotions using a range of techniques. To set a target and reflect on progress throughout. To be able to talk about things they do well and what they want to do better. 	<ul style="list-style-type: none"> To maintain focus during extended whole class teaching. To follow instructions of three steps or more. 	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviours accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>
Managing self	<ul style="list-style-type: none"> To wash hands independently. To put their coat on independently using the flip trick. To hang their own coat on their peg. To explore different areas within the environment. To use the toilet with adult guidance. 	<ul style="list-style-type: none"> To develop class rules and understand the need to have rules. To have confidence to try new activities. To use the toilet independently. 	<ul style="list-style-type: none"> To begin to show resilience and perseverance in the face of challenge. To practise doing up their fastenings, e.g. zip, buttons, Velcro etc. 	<ul style="list-style-type: none"> To develop independence when dressing and undressing for activities such as dressing up, putting on wellies for the sandpit etc. 	<ul style="list-style-type: none"> To identify and name healthy foods. To manage own basic needs independently. 	<ul style="list-style-type: none"> To understand the importance of healthy food choices. To show resilience and perseverance in the face of challenge. To show a 'can do' attitude. To see themselves as a valuable person within the community. To put P.E kit on independently as part of transition to KS1. To put uniform on and do up different fastenings with minimal support. 	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>



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Building relationships	<ul style="list-style-type: none">• To seek support of adults when needed.• To gain confidence to speak to peers and adults.• To build positive relationships with staff in the class.• To begin to regulate their responses when working with different peers.	<ul style="list-style-type: none">• To play with children who are playing with the same activity.• To begin to develop friendships.	<ul style="list-style-type: none">• To begin to work as a group with support.• To use taught strategies to support turn taking.• To have positive relationships with staff in the class.	<ul style="list-style-type: none">• To listen to the ideas of other pupils and agree on a solution and compromise.• To understand and accept freedom of choice and to be increasingly able to sort out own problems through talk.	<ul style="list-style-type: none">• To work as a group.• To begin to develop relationships with other adults around the school.	<ul style="list-style-type: none">• To have confidence to communicate with adults around school.• To have strong friendships.	<p>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.</p>
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