



### Personal, Social and Emotional Development

Foundation Stage 1 3 – 4 Years	Term 1	Term 2	Term 3
Self-Regulation	<ul style="list-style-type: none"> <li>Follows rules with verbal and visual reminders.</li> <li>Take about their feeling using words like happy, sad, angry or worried.</li> <li>Begins to understand how others might be feeling.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Follows rules without reminders.</li> <li>Recognise the feelings of others and reacts appropriately.</li> <li>Can regulate their own emotions with support from an adult. Knows what to do when they feeling upset.</li> </ul>	<ul style="list-style-type: none"> <li>Follows rules, understanding why they are important.</li> <li>Can regulate their own emotions without support.</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>Selects and uses resources with support.</li> <li>Hangs up own belongings on their peg.</li> <li>Recognises when they need to use the toilet and goes without prompting.</li> <li>Puts on coat when playing outside and wellies if wet, sometimes requiring support.</li> <li>Accesses the snack table and water fountain independently.</li> </ul>	<ul style="list-style-type: none"> <li>Uses resources and tools safely.</li> <li>Cares for own belongings and understands why this is important.</li> <li>Uses the toilet independently only needing occasional support.</li> <li>Zips up coat and puts on shoes with support.</li> <li>Recognises when too hot and takes off jumper/cardigan.</li> <li>Is able to ask for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the toilet independently.</li> <li>Cares for own and others belongings.</li> <li>Zips up coat and puts on shoes independently.</li> <li></li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>Settles to some activities for a short time.</li> <li>Share and take turns with others with adult support.</li> <li>Understands yours and mine.</li> <li>Show increased confidence with unfamiliar people in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Plays alongside others.</li> <li>Takes parts in pretend play taking the role of a familiar person.</li> <li>Follows simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Plays with other children, communicating likes and dislikes.</li> <li>Takes part in pretend play taking different roles such as fictional.</li> </ul>



## Personal, Social and Emotional Development

Foundation Stage 2 Children in Reception	Term 1	Term 2	Term 3
Self Regulation	<ul style="list-style-type: none"> <li>Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.</li> <li>Explain to an adult what has happened when they are upset.</li> <li>“Bounce back” quicker after upsets and with more independence.</li> <li>Follow familiar, routined instructions independently.</li> </ul>	<ul style="list-style-type: none"> <li>Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i></li> <li>Begin to solve small conflicts through speaking to each other and being assertive, e.g. <i>“Stop that, I don’t like it”</i> or <i>“Can I have a turn when you are finished?”</i></li> <li>Follow two-step instructions.</li> <li>Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>Use the toilet independently and wash their hands well, knowing why this is important.</li> <li>Undress independently for P.E., with help for buttons</li> <li>Do up their coat independently.</li> <li>Abide by most of the rules of the classroom.</li> <li>Try new activities independently or with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Dress and undress for PE independently.</li> <li>Discuss healthy food choices.</li> <li>Sort healthy foods from less nutritional food.</li> <li>Discuss sensible choices.</li> <li>Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</li> <li>Begin to persevere when something is challenging.</li> <li>Work on short activities independently, e.g. a Phonics game.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>Join in with a group of children who are playing.</li> <li>Form some closer friendships and seek them out to initiate play.</li> </ul>	<ul style="list-style-type: none"> <li>Hold back &amp; forth conversations, listening to their peers’ ideas and responding appropriately.</li> <li>Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul>

	<ul style="list-style-type: none"><li>• Speak to peers within a game or activity.</li><li>• Take turns, with adult support, e.g. when playing a board game.</li></ul>	<ul style="list-style-type: none"><li>• Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</li><li>• Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</li></ul>	<ul style="list-style-type: none"><li>• Show sensitivity to their own and to others' needs</li></ul>
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