

0-3years	3-4years	Reception	ELG	End of Year1
Building Relationships				Families and Friendships
<p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Throughout the session children are encouraged to engage with others and interact.</p> <p>Feel confident when taken out around the local</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Begin to understand how others might be feeling.</p> <p>Throughout the session children are encouraged to play with other children. Focus task sessions to introduce the areas and how to use them.</p> <p>PSED sessions based on stories to explore how children feel at different times.</p>	<p>Build constructive and respectful relationships.</p> <p>Within class and during play the children interact with each other making new friends and building stronger relationships with already made friends too. Friendships are encouraged if children are seen to be on their own through the help of adults. The importance of friendships etc are also taught through PSHE lessons.</p> <p>Think about the perspectives of others.</p> <p>Through discussions of ideas and feelings children are encouraged to think about others and not just their own ideas and feelings. They are taught to respect other peoples' perspectives too even if</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Within class and during play the children are encouraged to interact with their peers kindly and respectfully and take turns with toys and resources.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Through regular interactions with staff and other children the children build positive and strong relationships with each other and feel confident to talk to, play with and/or ask for help if needed.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>To learn about the special people in our lives and how we care for one another</p> <p>To describe the different ways special people care for us and to recognise how we can care for them in return</p> <p>To understand that all families are different and consist of various family members.</p> <p style="background-color: #d3d3d3; text-align: center;">Belonging to a Community</p> <p>To understand why we have different rules to follow in different situations.</p> <p>To understand that different people have different needs</p>

<p>neighbourhood, and enjoy exploring new places with their key person.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>PSED story sessions and focus teach activities to talk about differences and similarities etc.</p> <p>Develop friendships with other children.</p>		<p>they are different to their own.</p>	<p>Through discussions it is made clear to the children how important it is to respect others' needs etc. As well as this through our class rules and school values we instil ownership of our own needs as well as teach sensitivity and respect of others needs and opinions. Through these embedded rules and expectations as well as through discussions children build their own character as well as form stronger friendships with their peers.</p>	<p>To understand that we care for people, animals and other living things in different ways.</p> <p>To understand how we can help to look after the environment.</p>
<p>Managing Self</p>				<p>Respecting ourselves and others</p>
<p>Establish their sense of self.</p> <p>Support as necessary to help children to develop friendships particularly during child initiated time.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p>	<p>Show more confidence in new social situations.</p> <p>Throughout the session children are encouraged to have a go and gain confidence in different situations.</p>	<p>See themselves as a valuable individual.</p> <p>All children are made to feel valued in school through our inclusive practise and our positive praise and reinforcement. Through discussions, children are asked to describe their friends using kind and positive words. This makes the</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Through a range of learning activities being planned, set up and taught the children have a vast amount of opportunities to try next activities they may not necessarily come across</p>	<p>To understand how kind and unkind behaviour can make people feel</p> <p>To learn about what respect means</p> <p>To be polite and respectful</p>

<p>Caterpillar groups are established. Relationship with key worker to build confidence and support to make decisions.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Caterpillar groups are established. Relationship with key worker to build confidence and support to make decisions.</p>		<p>individual feel valued and good about themselves.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Children are encouraged to keep trying and 'don't give up' when they come across a challenge within class or doing play. Problem solving techniques are taught to children through adult modelling and questioning so children understand ways to tackle challenges they may face. Thus makes them stronger and know what to do when they may come across a problem independently.</p>	<p>before. With the support of the teachers and teaching assistants at these activities encouraging the children to try it and have a go, this builds the child's confidence. Also through revisiting that activity or trying different activities regularly and not giving up when something isn't working this helps build the child's resilience. Again, through the use and support of the teachers and teaching assistants this helps build the child's confidence too.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Class rules and school expectations and values are shared with the class at the start of the year. This helps the children to understand what is expected of them and what is acceptable, as well as understanding the reasons</p>	<p>Physical Health and wellbeing</p> <p>To understand ways to take care of ourselves on a daily basis</p> <p>To know about healthy and unhealthy foods.</p> <p>To know about physical activity and how it keeps people healthy</p> <p>To know how to keep safe in the sun</p> <p>Keeping Safe</p> <p>To understand how rules can help us keep safe</p> <p>To understand why some things have age restrictions</p> <p>To know how to stay safe online</p>
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			<p>dress themselves independently.</p> <p>These discussions happen regularly during snack time, PSHE lessons, PE lessons and during circle time as well as through other planned activities too.</p>	
Self-Regulation			Growing and change	
<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Caterpillar groups are established. Relationship with key worker to build confidence.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they</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> <p>Focus teach- children choose which task they would like.</p> <p>Child initiated time children are able to choose the equipment and resources they would like to carry out a task.</p> <p>Help to find solutions to conflicts and rivalries. For</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Through discussions it is encouraged for the children to express their feelings and learn how important it is to listen to and respect others' feelings too. As well as the children understanding how vital it is for them to express their feelings it is also discussed how significant it is to consider the feelings of others in any situation - discussion or activity. These discussions happen at any point throughout the day, however, specific PSHE lessons are planned and taught to encourage the</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Children are able to demonstrate this understanding by talking about their feelings and those of others during discussions in circle time, PSHE lessons as well as during play and learning activities. The children can also demonstrate a change in their behaviour linked to the feelings of themselves and others.</p> <p>Set and work towards simple goals, being able to wait for what they want</p>	<p>To recognise how we are the same and different to others</p> <p>To know how to manage and who to tell when things are difficult or go wrong</p> <p>To recognise feelings in ourselves and others</p> <p>To know how feelings can affect how people behave</p> <p style="text-align: center;">Safe Relationships</p> <p>To know what it means to keep something private, including parts of the body that are private</p>

<p>want or push their way to the front.</p> <p>Throughout the session children are supported to take turns and share the resources.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Story based PSED stories to explore emotions and feelings.</p>	<p>example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Adult support to resolve conflict, particularly during child-initiated time. Exploring how conflict is resolved during PSED stories and discussion.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Clear expectation that children will follow the rules and regimes of Nursery. Exploring rules during PSED stories and discussion.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>children to express their feelings and consider how others may feel too - where discussions are had that these feelings may be different their own and that's ok.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>With the daily and constant support of the teachers and teaching assistants within EYFS, the children are encouraged to express and identify their feelings as well as learn techniques on how to moderate their own feelings. Thus is through whole class and group discussions as well as 1:1 support during their play and learning too.</p> <p>Manage their own needs.</p> <p>Children are encouraged and supported through discussions about ways in which they can manage their own needs. Thus is through whole class and</p>	<p>and control their immediate impulses when appropriate.</p> <p>The children are set tasks and expectations which are simple and achievable on a daily basis especially during their learning by the teachers and teaching assistants. Encouragement and positive praise is used a lot to help them work towards these goals. Through discussions in PSHE and circle time as well as through the class rules and school values the children understand the importance and expectations that they may have to wait for something they want and how to manage those immediate impulses - behaving appropriately.</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>	<p>To identify different types of touch and how they make people feel and how to respond if being touched makes you feel uncomfortable or unsafe</p> <p>To understand what kind and unkind behaviour means in and out of school</p>
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	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Adult support to resolve conflict, particularly during child-initiated time. Exploring how conflict is resolved during PSED stories and discussion.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Routines established for toileting and washing hands. Children who start in pullups are encouraged to use the toilet with support. Children and parents are supported to move the children into move to pants and independent toileting.</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p> <p>Focus teach activities to teach about the importance</p>	<p>group discussions as well as 1:1 support during their play and learning, during circle time as well as through other planned activities. They also know that if they need support they can ask a teacher or teaching assistant to aid them.</p>	<p>The children demonstrate this through sitting and listening during whole class and small group discussions and responding appropriately to questions asked. During learning activities the children are also asked questions while they are participating in a task or told several instructions to follow and this shows their ability to focus on what the teacher is saying as well as doing something at the same time.</p>	
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	<p>of toothbrushing and healthy eating. Discussion at snack time about food choices.</p>			
<p>Health and Self Care</p>				
<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Snack routine. Toilet routines being developed.</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Routines established for toileting and washing hands. Children who start in pullups are encouraged to use the toilet with support. Children and parents are supported to move the children into move to pants and independent toileting</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Children are encouraged to put own coats on. Initially arms then zips.</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>Children are encouraged and supported through discussions about their health and self-care. These discussions happen regularly during snack time, PSHE lessons, PE lessons and during circle time as well as through other planned activities too. The children demonstrate they know and can talk about these different factors through question and answer discussions with their partner, in small groups or to the rest of the class.</p>		

		<p>Through the hands on/practical visit from the nurse the children also know and can talk about the importance of healthy eating, brushing their teeth and washing their hands regularly.</p>		
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