

	Nursery 2 year olds Personal, Social and Emotional Development		
	End of Autumn	End of Spring	End of Summer
Self Regulation	I can find ways of managing transition (eg from parent to key person)	I can separate from main carer with support from key person and with transitional object if needed	<p>I can separate from main carer with support from key person if needed</p> <p>Key Vocabulary: Happy, sad, help</p>
Building relationships	<p>I can build relationships with special people (key person)</p> <p>I can notice and am wary of unfamiliar people</p>	I can use a familiar adult as a secure base from which to explore independently in new environments	<p>I can play alongside others</p> <p>I can interact with others when supported by key person</p> <p>Key Vocabulary: play, friend, help, share, peoples names , nursery, home ,</p>
Managing Self	<p>I can start to sooth myself and may use a comfort object</p> <p>I can understand 'yes' , 'no' and some boundaries</p>	<p>I can express a range of emotions</p> <p>I can begin to help in self care practices</p>	<p>I can respond to appropriate boundaries with support</p> <p>I can begin to use the toilet or potty (will sometimes still have accidents)</p> <p>Key Vocabulary: inside, outside, help, toilet, bag, coat, zip, shoes , snack, hungry, thirsty , drink Fruit names,</p>

	Nursery F1 3-4 year olds PSED		
	End of Autumn	End of Spring	End of Summer
Self Regulation	<p>I can explore new toys but check in with familiar adult</p> <p>I can separate from main carer</p> <p>I can join in activities that interest me.</p>	<p>I can talk to others and begin to be aware of feelings</p> <p>I can begin to control own behaviours</p>	<p>I am aware of my feelings</p> <p>I can share and take turns sometimes with support</p> <p>I can tolerate delay if needs are not immediately met.</p> <p>I can adapt my behaviour according to the situation.</p>
Building Relationships	<p>I can use familiar adult as secure base and seek comfort.</p> <p>I can form friendships including playing with adults</p>	<p>I can join in with others play including pretend and extend play</p> <p>I can help to find solution to conflicts</p>	<p>I can play in a group, elaborating ideas.</p> <p>I can demonstrate friendly behaviour and form good relationships</p>
Managing Self	<p>I can respond to wishes and feelings of others.</p> <p>I may feel frustrated and show this through big emotions.</p> <p>I may distract myself when upset by playing.</p> <p>I can use the toilet and manage appropriate clothing</p>	<p>I can select and use resources with help if needed.</p> <p>I can become more confident with unfamiliar people</p> <p>I can develop sense of responsibility, respond to boundaries, give comfort to others, resolve conflict and be assertive in an appropriate way</p> <p>I can express own preferences</p> <p>I understand that a dentist's job is to check peoples teeth</p> <p>I can begin to show some understanding of reasons why hand washing is important</p>	<p>I can select and use resources</p> <p>I enjoy carrying out small tasks</p> <p>I am more confident in new social situations</p> <p>I can ask adults for help confidently</p> <p>I welcome praise for what I have done.</p> <p>I know that tooth brushing is important</p> <p>I am independent in washing and drying hands and using the toilet</p>

	Reception F2 PSED		
	End of Autumn Being Me and Celebrating Differences (Jigsaw)	End of Spring Dreams & Me, and Healthy Me (Jigsaw)	End of Summer Relationships and Changing Me (Jigsaw)
Self Regulation	<p>I am aware of my own feelings and know that some actions and words can hurt others' feelings.</p> <p>I can accept the needs of others and I can take turns and share resources, sometimes with support from others.</p> <p>I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</p> <p>I am aware of the boundaries set and of behavioural expectations in the class.</p> <p>I know the school rules and can describe what they mean</p>	<p>I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.</p> <p>I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</p> <p>Express their feelings and consider the feelings of others.</p>	<p><i>Children at the expected level of development will:</i></p> <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. <p>Year 1 Ready: I can work in whole class and small groups to complete an adult directed task.</p>
Building Relationships	<p>I can initiate play, offering cues to my friends to join me. I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p> <p>I can think about the perspectives of others.</p> <p>SRE LESSON: To recognise the importance of friendships.</p>	<ul style="list-style-type: none"> • I start conversations, attend to and take account of what others say. • I can take steps to resolve conflicts with other children, e.g. finding a compromise. • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • I can build constructive and respectful relationships. <p>SRE LESSON: To recognise the importance of saying sorry and forgiveness.</p>	<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 <p>SRE LESSON: To recognise all families are different.</p>

Managing Self	<ul style="list-style-type: none"> • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing, and will communicate freely about my home and community. • I am outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help 	<p>I welcome and value praise for what I have done.</p> <ul style="list-style-type: none"> • I willingly participate in a wide range of activities. • I am confident in speaking in front of a small group. • I can describe myself in positive terms and talk about my abilities. • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge. <p>• Manage their own needs.</p> <p>I understand what a dentist does and why it is important to brush your teeth</p>	<p><i>Children at the expected level of development will:</i></p> <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. <p><i>I know I need to brush my teeth twice a day for at least 2 minutes</i></p>
----------------------	---	--	---