**Self Regulation - ELG**

1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Talk about their feelings using words like happy, sad, angry or worried | Identify their feelingsExpress their feelingsModerate their feelings socially and emotionally  | Show an understanding of their own feelings Regulate their own behaviour | Weekly planned PSED sessions – whole class and focused group activities. Topic ‘It’s Good to Be Me!’Circle time gamesStorytime, including No Outsiders Texts, 1decision – Dilemma drops and storiesContinuous Provision Activities including interactive feelings display and calming Activities such as ‘The Unworry Pack’Play both indoors and outdoors.Adult Modelling | 1decision modules:Relationships – FriendshipFeelings and Emotions - JealousyNo Outsiders TextsOpportunities for independent play and learning including during lessons, choosing time, playtime and golden timeCalming Activities such as ‘The Unworry Pack’Adult Modelling |
| Begin to understand how others might be feeling | Consider the feelings of others think about the perspectives of others | Show understanding of others feelings |

1. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Select and use activities and resources to achieve a short term goal | See themselves as a valuable individual Show resilience and perseverance in the face of challenge | Set and work towards simple goals | Weekly planned PSED sessions – whole class and focused group activities. Topic ‘Going for Goals’Growth Mindset sessionsCircle time gamesStorytime, including 1decision – Dilemma drops and storiesAdult ModellingContinuous Provision – selection of tools and resources to choose during independent activitiesRecognise and celebrate strengths | 1decision modules:Being Responsible – Water SpillageFeelings and Emotions - JealousyGrowth Mindset sessionsRecognise and celebrate strengths |
| Increasingly follow the rules understanding how important they are | Build constructive and respectful relationships | Control impulses through waiting when appropriate |

1. Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Develop sense of responsibility | Build constructive and respectful relationships | Give focused attention to adults | All planned lessons in all areas of learning – whole class and focused group activities. Circle time gamesStorytime, including No Outsiders Texts, 1decision – Dilemma drops and storiesContinuous Provision Activities including interactive feelings displayPlay both indoors and outdoors.Adult Modelling | Expectations during all taught whole class and group activitiesNo Outsiders TextsGrowth Mindset sessionsBehaviour – classroom expectations, lunchtime rules, playtime rules |
| Pay attention to one thing at a time and shift attention (CL) | Understand how to listen carefully and why listening is important (CL) | Follow instructions involving several ideas or actionsRespond appropriately even when engaged in another activityListen attentively and responds to what they have heard with relevant questions, comments and actions (CL) |

**Managing Self- ELG**

1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Becoming more outgoing with unfamiliar people, in the safe context of their settingShow more confidence in the familiar school environmentSelect and use activities and resources, with help when needed | See themselves as a valuable individualManage their own needs | Be confident to try new activitiesManage their own basic hygiene and personal needs, including dressing and going to the toilet | Weekly planned PSED sessions – whole class and focused group activities. Topic ‘Change’All planned lessons in all areas of learning – whole class and focused group activities. Circle time gamesStorytime, including No Outsiders Texts, 1decision – Dilemma drops and storiesGrowth Mindset sessionsOpportunities for children to try new things e.g. climbing equipment, small responsibilities (putting resources away, taking a message to the other Reception Class)Play both indoors and outdoors.Adult Modelling | Expectations during all taught whole class and group activitiesNo Outsiders TextsGrowth Mindset sessionsOpportunities for children to try new things e.g. climbing equipment, small responsibilities (putting resources away, taking a message to the other Year 1 Class) |
| Find own solutions to conflict | Play with others and find solutions without adult input | Demonstrate independence in the face of challenge |
| Develop appropriate ways to be assertive | Show resilience and perseverance in the face of challenge | Show resilience and perseverance in the face of challenge |

1. Explain the reason for rules, know right from wrong and try to behave accordingly

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Develop the sense of responsibility and membership of a community | Build constructive and purposeful relationships | Know right from wrong | Weekly planned PSED sessions – whole class and focused group activitiesTopic ‘It’s Good To Be Me’Class CharterCircle time gamesStorytime, including No Outsiders Texts, 1decision – Dilemma drops and storiesBehaviour policy in the classroom and schoolPlay both indoors and outdoors. | 1decision modules:Keeping/Staying Safe – Road SafetyHazards – Fire Safety ModuleBehaviour – classroom expectations, lunchtime rules, playtime rulesNo Outsiders  |
| Increasingly follow the rules independently understanding why they are important | (PD) Develop skills needed to manage the school day e.g. lunch times, mealtimes etc. | Explain the reasons for rulesTry to follow the rules |

1. Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Be increasingly independent in meeting own care needs (putting on coats, do zips, use the toilet, wash and dry hands) | Manage own needs – personal hygiene developing skills needed to manage the school day e.g. toileting, washing hands etc. | Managing personal needs and hygiene | Weekly planned PSED sessions – whole class and focused group activities. Topic ‘Healthy Living’ including CP areas set upToilet provision accessible to be used independentlyHand washing as part of the daily routineHanging coats and bags, putting lunchboxes away, sometimes with support.Creating healthy snacksStories to promote health and well-being1decision – Dilemma drops and stories | 1decision modules: Keeping/Staying Healthy – Washing HandsToilet provision accessible to be used independentlyResponsibility for coats, bags, lunchboxesScience – Growing in our world.  |
| Make healthy food and drink choices | Know and talk about the factors that support their overall health and wellbeing | Understanding healthy food choices |
| Make healthy choices in terms of activity and tooth brushing | Health and wellbeing: foodKnow and talk about the factors that support health and wellbeing: physical activity, tooth brushing importance, screen time, sleep routine | Understanding healthy living |

**Building Relationships- ELG**

1. Work and play cooperatively and take turns with others

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Play with one or more children- extending play Talk with other to find solutions and solve conflicts | Build constructive respectful relationships | Play cooperatively | Weekly planned PSED sessions – whole class and focused group activities. Kindness Topic ‘Friendship’Independent play through continuous provision both indoors and outsidePlaytimeOpportunities for turn taking games and activities for example, boards gamesStorytime, including No Outsiders Texts, 1decision – Dilemma drops and stories | 1decision modules: Relationships – FriendshipFeeling and Emotions – JealousyBehaviour – classroom expectations, lunchtime rules, playtime rulesNo Outsiders TextsOpportunities for turn taking games and activities for example, boards games |
| Work with others |
| Take turns and share |

1. Form positive attachments to adults and friendships with peers

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Build confidence in social situations | Build constructive and respectful relationships | Form positive attachments to adults | Weekly planned PSED sessions – whole class and focused group activities. Topic ‘Friendship’Independent play through continuous provision both indoors and outsideStorytime, including No Outsiders Texts, 1decision – Dilemma drops and stories | 1decision modules: Relationships – FriendshipFeeling and Emotions – JealousyBehaviour – classroom expectations, lunchtime rules, playtime rulesOpportunities for independent play and learning including during lessons, playtime and golden time |
| Build friendships with peers |
| Play together, talking to others to find solutions to conflicts. |

1. Show sensitivity to their own and others needs

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|  | 3 & 4 year olds | Reception | ELG | Provision | Link to Year 1 |
| PSED | Talk about feelings | Identify and moderate own feelings | Show sensitivity to own needs | Weekly planned PSED sessions – whole class and focused group activities. Topic ‘It’s Good to Be Me!’ Topic ‘Friendship’ Topic ‘kindness’Anti-bullying WeekStorytime, including No Outsiders Texts1decision – Dilemma drops and stories | 1decision modules: Relationships – Feelings and Emotions – JealousyRelationships – FriendshipComputer Safety – Online bullyingBehaviour – classroom expectations, lunchtime rules, playtime rulesNo Outsiders TextsAnti-bullying |
| Express their feelings | Show empathy to others needs |
| Begin to understand how others might be feeling | Consider others feelings |
| Think about the perspectives of others |