

Personal, social and Emotional development.	Nursery – development matters 3-4yrs)	<b>Self-regulation</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Managing Self.</b>	<ul style="list-style-type: none"> <li>Separate from their main carer to come into nursery.</li> <li>Know what happy looks like.</li> </ul>	<ul style="list-style-type: none"> <li>Will know what adults can help them in school.</li> <li>Children are confident to go into the hall to eat lunch.</li> <li>Know what worried looks like.</li> </ul>	<ul style="list-style-type: none"> <li>Children are confident with visitors and going onto the outside area.</li> <li>Know what sad looks like.</li> </ul>	<ul style="list-style-type: none"> <li>Know what worried looks like.</li> </ul>	<ul style="list-style-type: none"> <li>Know what calm looks like.</li> <li>Will show confidence when on school trips.</li> </ul>	<ul style="list-style-type: none"> <li>Show confidence when visiting the local church.</li> <li>Know what tired looks like.</li> </ul>
		<b>Building relationships</b>	<ul style="list-style-type: none"> <li>Know how to listen.</li> <li>Know how to use the resources in the environment, with support when needed.</li> <li>Know to wash and dry their hands before eating and after using the toilet.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to look after resources in the classroom.</li> <li>Know how to drink water to be healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of healthy food</li> </ul>	<ul style="list-style-type: none"> <li>Know how to exercise to be healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Know that stopping and taking deep breaths helps to keep them calm.</li> <li>Know how to brush their teeth to be healthy. <a href="#">(linked to U/W)</a></li> </ul>	<ul style="list-style-type: none"> <li>Use the toilet independently.</li> </ul>
		<ul style="list-style-type: none"> <li>Can play alongside other children.</li> </ul>	<ul style="list-style-type: none"> <li>Can play games with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Share resources and play in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Can take turns whilst playing and wait patiently to have a go.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to consider the feelings of others in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Can listen to a friend and compromise.</li> </ul>	
		<p><b>End of year check point:</b> Share and take turns with others, with adult guidance, understanding ‘yours’ and ‘mine’. Settle at activities for a while. Play alongside others. Take part in pretend play, taking on a role such as Mummy, Daddy or a role from a well-known story. Can wash their hands independently. Can talk about what makes them happy or sad. Begin to negotiate solutions to conflicts in their play.</p>						

Personal, Social and Emotional Development.	Reception – development matters (Reception)	Self-regulation	Autumn 1 <b>Being Me in my World</b>	Autumn 2 <b>Celebrating Difference</b>	Spring 1 <b>Dreams and Goals</b>	Spring 2 <b>Healthy Me</b>	Summer 1 <b>Relationships</b>	Summer 2 <b>Changing Me</b>
			<ul style="list-style-type: none"> <li>▪ Know that hands can be used kindly and unkindly</li> <li>▪ Know how happiness and sadness can be expressed</li> <li>▪ Know that being kind is good.</li> <li>▪ Identify feelings associated with belonging</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how to be helpful by washing up paint things and tidying away.</li> <li>▪ Know what worried and unhappy feels like and how to help themselves when they feel worried and unhappy.</li> <li>▪ Recognise when they feel upset, frightened or angry.</li> <li>▪ Identify feelings with being proud.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to make the right choice and the consequences of not doing so.</li> <li>• Know that it is important to keep trying.</li> <li>• Be able to set goals.</li> <li>• Recognise some of the feelings linked to perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effects of their behaviour on others.</li> <li>• Know what angry feels like and how to help themselves when they feel angry.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise what angry feels like.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know who to talk to if they feel worried.</li> <li>• Can say how they feel about changing class/growing up.</li> </ul>
			<p><b>End of year expectations (Early Learning Goals):</b>  Show an understanding of their 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 be able to control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged on activity, and show an ability.</p>					

		Managing self	<ul style="list-style-type: none"> <li>▪ Can follow simple instructions.</li> <li>▪ Can show that I am listening.</li> <li>▪ Can identify the areas of the classroom and what the expected behaviour is like in each.</li> <li>▪ Can follow simple rules.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to respect my own needs and the needs of others.</li> <li>• Know what a challenge is.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a sensible amount of screen time is and why this is important for their health.</li> <li>• Know when and how to wash their hands.</li> <li>• Know some things they need to do to keep healthy.</li> <li>• Know how to say no to strangers.</li> <li>• Know how exercise makes them feel.</li> <li>• Know about the importance of a good sleep routine for their health</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a family is.</li> <li>▪ Can identify jobs they do in their family and those carried out by parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body.</li> <li>• Know that we grow from baby into an adult.</li> <li>• Can identify how they have changed from a baby.</li> </ul>
<p><b>End of year expectations (Early Learning Goals):</b>          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>								

		Building relationships	<ul style="list-style-type: none"> <li>▪ Know they have a right to learn and play, safely and happily</li> <li>▪ Know that some people are different from themselves.</li> <li>▪ Develop the skills to play co-operatively with others.</li> <li>▪ Be able to consider others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to recognise emotions in others. Especially upset, frightened or angry.</li> <li>• Know how to help others with their emotions.</li> <li>• Recognise emotions when someone else is upset, frightened or angry.</li> <li>• Identify and use skills to make a friend.</li> <li>• Identify some ways they can be different and the same as others.</li> <li>• Identify and use skills to stand up for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how kind words can encourage people.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Know some of the characteristics of a healthy and safe relationships.</li> <li>▪ Know that friends sometimes fall out</li> <li>▪ Know some ways to mend a friendship</li> <li>▪ Know that unkind words can never be taken back and they can hurt</li> <li>▪ Can suggest ways to make a friend or help someone who is lonely</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
		Vocabulary	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories

			<p><b>End of year expectations (Early Learning Goals):</b> Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>
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Personal, social and Emotional Development.	Year 1 National Curriculum		<b>Autumn 1 Being Me in my World</b>	<b>Autumn 2 Celebrating Difference</b>	<b>Spring 1 Celebrating Difference</b>	<b>Spring 2 Healthy Me</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Changing Me.</b>
		Self-regulation	<ul style="list-style-type: none"> <li>Understand that they are safe in their class.</li> <li>Understand that they have choices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some things I am good at.</li> <li>Name a range of different feelings.</li> <li>Identify situations that make me feel different emotions.</li> <li>Know what I can do to relax.</li> <li>Understand my early warning signs.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</li> <li>Recognise how they feel when they are faced with a challenge.</li> <li>Recognise how they feel when they overcome a challenge / obstacle.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how being healthy helps them to feel happy.</li> <li>Recognise when they feel frightened and know how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Can express how it feels to be part of a family and to care for family members.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how my achievements, skills and responsibilities are changing and what else may change.</li> </ul>

		Managing self	<ul style="list-style-type: none"> <li>• Understand that their choices have consequences</li> <li>• Understand that their views are important</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to set simple goals.</li> <li>• Know how to achieve a goal.</li> <li>• Know when a goal has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy.</li> <li>• Know how to make healthy lifestyle choices.</li> <li>• Know that all household products, including medicines can be harmful.</li> <li>• Know how to keep safe when crossing the road.</li> <li>• Know how to keep clean and healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that every family is different.</li> <li>• Know how to ask for help in the school community.</li> <li>• Can identify forms of physical contact they prefer.</li> <li>• Can say no when they receive a touch they don't like.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of male and female private body parts.</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them.</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</li> <li>• Know who to ask for help if they are worried or frightened.</li> <li>• Understand and accept that change is a natural part of getting older.</li> <li>• Can suggest ways to manage change.</li> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby.</li> </ul>
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		Building relationships	<ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities with their classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Know how my feelings affect others.</li> <li>• Know what to do when others are unkind to me.</li> <li>• Identify people I can talk to when I am worried.</li> <li>• Know what bullying means and who to tell if they or someone else is being bullied or feeling unhappy.</li> <li>• Know skills to make friendships.</li> <li>• Know that people are unique and that it is OK to be different.</li> <li>• Understand how it might</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how to work with a partner.</li> <li>▪ Celebrate an achievement with a friend.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ . Know that families are founded on belonging, love and care.</li> <li>▪ Know that physical contact can be used as a greeting.</li> <li>▪ Know how to make a friend.</li> <li>▪ Can say what it means to be a good friend.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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				feel to be bullied.				
		Vocabulary	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping

