

Area of Learning	Aspect	Birth to 3	3 year olds and 4 year olds	Reception aged children	ELG
Personal, Social and Emotional Development	Self-regulation	<ul style="list-style-type: none"> -Find ways to calm themselves, through being calmed and comforted by their key person -Find ways of managing transitions, for example from their parent to their key person -Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. -Play with increasing confidence on their own and with other children, because they know their key person is nearby and available -Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person -Feel strong enough to express a range of emotions -Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front -Be increasingly able to talk about and manage their emotions -Safely explore emotions beyond their normal range through play and stories -Are talking about their feelings in more elaborate ways; "I'm feeling sad because..." or "I love it when..." 	<ul style="list-style-type: none"> -Become more outgoing with unfamiliar people, in the safe context of their setting -Show more confidence in new social situations -Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' -Talk with others to solve conflicts -Develop appropriate ways of being assertive 	<ul style="list-style-type: none"> -See themselves as a valuable individual -Express their feelings and consider the feelings of others -Identify and moderate their own feelings socially and emotionally 	<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 following several ideas or actions
	Managing self	<ul style="list-style-type: none"> -Establish their sense of self -Express preferences and decisions. They also try new things and start establishing their autonomy -Thrive as they develop self-assurance -Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums 	<ul style="list-style-type: none"> -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. -Develop their sense of responsibility and membership of a community -Increasingly follow rules, understand why they are important -Do not always need an adult to remind them of a rule 	<ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge -Manage their own needs (including hygiene and healthy eating) 	<ul style="list-style-type: none"> -Be confident to try new activities and show independence, resilience and perseverance in the face of a 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
	Building relationships	<ul style="list-style-type: none"> -Engage with others through gestures, gaze and talk -Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink -Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on -Develop friendships with other children 	<ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas. -Begin to understand how others might be feeling 	<ul style="list-style-type: none"> -Build constructive and respectful relationships -Think about the perspectives of others 	<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' need
Understanding the world -	People, culture and	<ul style="list-style-type: none"> -Make connections between the features of their family and other families -Notice differences between people 	<ul style="list-style-type: none"> -Show an interest in different occupations -Continue to develop positive attitudes about 	<ul style="list-style-type: none"> -Talk about members of their immediate family and community 	<ul style="list-style-type: none"> -Know some similarities and differences between

	communities		the differences between people	<ul style="list-style-type: none"> -Name and describe people who are familiar to them -Understand that some places are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways 	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories</p>
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PSED - Autumn 1

Learning to share and accept the needs of others and understanding turn taking

Setting class rules and beginning to follow them, showing an awareness of right and wrong.

Establishing class routines, using a visual timetable.

The children will get to know each other, form friendships and begin to explore alongside and with others.

Talking about themselves and families.

Giving opinions on things they like and dislike.

PSED - Autumn 2

Developing an awareness of keeping safe in the dark and around fireworks.

Celebrating differences during anti-bullying week using Elmer as a focus book.

Talking positively about themselves and their abilities.

Developing friendships across both classes and playing with one another.

Continuing to share and take turns with others.

Continuing to follow class rules and expectations.

Showing an interest in the lives of others.

PSED - Spring 1

Talking about themselves and their families and listening to others' opinions, interests and beliefs.

Understanding the similarities and differences between themselves and others through circle time and discussion.

Continuing to learn how to take turns whilst working in small and larger groups. For example, all thinking of and asking a question during staff interviews.

Establishing relationships with adults and children in class and the wider school community.

PSED - Spring 2

Continuing to establish friendships in class and around school.

Understanding the similarities and differences between themselves and others through circle time and discussion.

Learning about others' traditions and beliefs and how they are different or similar to others'. For example, Easter celebrations.

Learning how to stay healthy through class discussions, offering their thoughts and ideas with the class.

Understanding how to stay safe. For example, near water.

Beginning to understand the difference between right and wrong.

PSED - Summer 1

Talking about themselves and their families and listening to others' opinions, interests and beliefs.

Understanding the similarities and differences between themselves and others through circle time and discussion.

Taking turns with others and working in a group.

Understanding how to stay safe for example near water.

Understanding the difference between right and wrong.

Developing confidence to talk in front of a group.

PSED - Summer 2

Talking about themselves and their families and listening to others' opinions, interests and beliefs.

Taking turns with others and working in a group.

Understanding how to stay safe for example near water.

Understanding the difference between right and wrong.

Developing confidence to talk in front of a group.

Talking about their strengths and areas for development.

Preparing for transition into year 1.

Learning to be part of a team on Sport's Day.