



EARLY YEARS FOUNDATION STAGE

Personal, Social and Emotional Development



FS1 3 – 4 years	Term 1	Term 2	Term 3
Self Regulation	<ul style="list-style-type: none"> Follows rules with verbal and visual reminders. Take about their feeling using words like happy, sad, angry or worried. Begins to understand how others might be feeling. 	<ul style="list-style-type: none"> Follows rules without reminders. Recognise the feelings of others and reacts appropriately. Can regulate their own emotions with support from an adult. Knows what to do when they feeling upset 	<ul style="list-style-type: none"> Follows rules, understanding why they are important. Can regulate their own emotions without support.
Managing Self	<ul style="list-style-type: none"> Selects and uses resources with support. Hangs up own belongings on their peg. Recognises when they need to use the toilet and goes without prompting. Puts on coat when playing outside and wellies if wet, sometimes requiring support. Accesses the snack table and water fountain independently. 	<ul style="list-style-type: none"> Uses resources and tools safely. Cares for own belongings and understands why this is important. Uses the toilet independently only needing occasional support. Zips up coat and puts on shoes with support. Recognises when too hot and takes off jumper/cardigan. Is able to ask for help when needed. 	<ul style="list-style-type: none"> Uses the toilet independently. Cares for own and others belongings. Zips up coat and puts on shoes independently.
Building Relationships	<ul style="list-style-type: none"> Settles to some activities for a short time. Share and take turns with others with adult support. Understands yours and mine. Show increased confidence with unfamiliar people in the setting. 	<ul style="list-style-type: none"> Plays alongside others. Takes parts in pretend play taking the role of a familiar person. Follows simple instructions. 	<ul style="list-style-type: none"> Plays with other children, communicating likes and dislikes. Takes part in pretend play taking different roles such as fictional.

FS2 4 – 5 years	Term 1	Term 2	Term 3
Self Regulation	<ul style="list-style-type: none"> Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. “Bounce back” quicker after upsets and with more independence. Follow familiar, routine instructions independently. 	<ul style="list-style-type: none"> Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Begin to solve small conflicts through speaking to each other and being assertive, e.g. “Stop that, I don’t like it” or “Can I have a turn when you are finished?” Follow two-step instructions. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. 	<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
Managing Self	<ul style="list-style-type: none"> Use the toilet independently and wash their hands well, knowing why this is important. Undress independently for P.E., with help for buttons. Do up their coat independently. Abide by most of the rules of the classroom. Try new activities independently or with peers. 	<ul style="list-style-type: none"> Dress and undress for PE independently. Discuss healthy food choices. Sort healthy foods from less nutritional food. Discuss sensible choices. Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Begin to persevere when something is challenging. Work on short activities independently, e.g. a Phonics game. 	<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
Building Relationships	<ul style="list-style-type: none"> Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game 	<ul style="list-style-type: none"> Hold back and forth conversations, listening to their peers’ ideas and responding appropriately. Show empathy in simple ways, e.g. finding an adult for a child who is hurt. Show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Take turns with a little support from an adult or with the systems in place, e.g. sand timers 	<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