

PSED ELG								
ELG Self-Regulation	<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"> • 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"> • 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. 							
PSED	Nursery On Entry	End of Autumn term	End of Spring Term	End of Nursery/Start of Reception	End of Autumn term	End of Spring term	End of Reception	Links to KS1
Self- regulation	<p>Can find ways to calm themselves down or seeks an adult for</p> <p>Beginning to talk about their own emotions e.g. I am sad. May not be able to say why comfort.</p>	<p>Beginning to use words like sad, worried, upset, angry to express their feelings.</p> <p>Tries new experiences with support.</p>	<p>Shows confidence in new situations</p> <p>Finds an adult to help them find solutions if there is a problem (may need support) (conflict resolution)</p>	<p>Explores emotions through role play and stories.</p> <p>Express their feelings and give simple reasons e.g. I want mummy</p> <p>Seek help by finding an adult</p> <p>Recognise when a peer is</p>	<p>Identify and name some common feelings in themselves or others and explain what has happened to make them feel like that.</p> <p>Bounce back quickly after upsets and with more independence.</p>	<p>Beginning to solve small conflicts through speaking to each other and being assertive e.g. "stop that, I don't like." or "Can I have a turn when you are finished".</p> <p>Begin to preserve when they</p>	<p>Sort healthy foods from most nutritional food to least.</p> <p>SHOWS AN UNDERSTANDING OF THEIR OWN FEELINGS AND THOSE OF OTHERS, AND BEGIN TO REGULATE THEIR BEHAVIOUR ACCORDINGLY.</p>	<p>Please see PSED overview (whole School progression document)</p>

				upset. Play alongside new peers and 'with' familiar peers.		find something challenging. Show empathy in simple ways e.g. finding an adult for a child who is hurt.		
Managing self	<p>Is beginning to wait for their turn.</p> <p>Uses the toilet</p> <p>Dry most days</p> <p>Removes their own clothing</p>	<p>Follow rules and visual prompts.</p> <p>Helps tidy up</p> <p>Put shoes on- can be on the wrong feet.</p> <p>Washes hands with support</p>	<p>Selects own resources (may need some support)</p>	<p>Can give simple explanations of why rules are important e.g. to keep us safe.</p> <p>Take their own coat off and fasten the zip</p> <p>Shows interest in their new peers</p> <p>Explores brushing their teeth</p>	<p>Follow familiar routine instructions independently.</p> <p>Uses the toilet independently and washes their hands and can talk about why this is important.</p> <p>Dresses and undresses independently (may need some help with buttons)</p>	<p>Follow two-step instructions.</p> <p>Wait with increasing patience. E.g. waiting for a turn on the computer.</p> <p>Independently discuss healthy and unhealthy foods including sleep, washing etc... (RSHE) . .</p>	<p>SET AND WORK TOWARDS SIMPLE GOALS. BEING ABLE TO WAIT FOR WHAT THEY WANT AND CONTROL THEIR IMMEDIATE IMPULSES WHEN APPROPRIATE.</p> <p>GIVE FOCUSED ATTENTION TO WHAT THE TEACHER SAYS, RESPONDING APPROPRIATELY EVEN WHEN ENGAGED IN THE ACTIVITY AND</p>	

					<p>Abide by most of the rules of the classroom.</p> <p>Talks about why brushing your teeth is important</p>	<p>Beginning to understand and discuss consequences of our behaviour. e.g. if I hit someone it hurts and they are upset.</p>	<p>SHOW AN ABILITY TO FOLLOW INSTRUCTIONS INVOLVING SEVERAL IDEAS OR ACTIONS.</p> <p>SHOWS INDPEDNENCE, RESILIENCE AND PERSEVERANCE IN THE FACE OF CHALLENGE.</p> <p>EXPLAINS THE REASON FOR RULES, KNOWS RIGHT FROM WRONG AND TRY TO BEHAVE ACCORDINGLY.</p> <p>MANAGE THEIR OWN BASIC HYGIENE AND PERSONAL NEEDS, INCLUDING DRESSING, GOING TO THE TOILET AND UNDERSTADNING</p>	
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							THE IMPORTANCE OF HEALTHY FOOD CHOICES.	
Building relationships	<p>Engages with others through talk, gestures or eye contact.</p> <p>Play alongside other children.</p> <p>Sometimes shares</p> <p>Engages in pretend play</p>	<p>Play and learn alongside a small group of familiar peers.</p> <p>Is more outgoing to new people.</p>	<p>Plays with others engaged in the same theme.</p>	<p>Follow simple instructions</p> <p>Join in with an activity when invited by an adult</p> <p>Plays with children by elaborating ideas</p>	<p>Try new activities willingly with peers or adults</p> <p>Join in play with peers</p> <p>Form some closer friendships and seek them out to initiate play</p> <p>Speak to peers within a game or activity.</p> <p>Take turns, with adult support e.g. when playing a board game.</p>	<p>Hold back and forth conversations. Listening to their peers ideas and responding appropriately.</p> <p>Show understanding of another child's perspective in discussion e.g. explaining what motivated someone to behave in a particular way.</p> <p>TAKE TURNS WITH VERY LITTLE SUPPORT FROM AN ADULT OR WITH THE</p>	<p>BE CONFIDENT TO TRY NEW ACTIVITIES.</p> <p>WORK AND PLAY COOPERATIVELY AND TAKE TURNS WITH OTHERS.</p> <p>FORM POSITIVE ATTACHEMENTS TO ADULTS AND FRIENDSHIPS WITH PEERS.</p> <p>SHOW SENSITIVITY TO THEIR OWN AND TO THE NEEDS OF OTHERS.</p> <p>RSHE SCHEME (SEE FROG)</p>	



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