

WRENBURY PRIMARY SCHOOL			
EYFS – Personal, Social and Emotional Development			
	3-4 Years	Reception	ELG Checkpoint
Self-Regulation	<i>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like, 'happy' 'sad,' 'angry' or 'worried'. Understand gradually how others might be feeling.</i>	<i>See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</i>	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. <u>Readiness for Y1</u> Understands how to stay safe in a variety of situations. starts regulating their own behaviour. Starts understanding their own and others feelings.
	I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'. I moderate my feelings and emotions e.g. calming down after being upset. I am beginning to understand how others might be feeling through facial expressions and body language. I consider the feelings of others e.g. going to children who are upset I am following rules more without reminders. I understand why we have rules. I am assertive in appropriate ways and use talk to resolve conflicts.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. I can understand why others may feel happy or sad because of events that have happened. I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. I listen to the teacher and respond to them appropriately. I follow instructions from my teacher, even when given several actions.	
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Managing Self	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, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using toilet, washing and drying hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. Observational Checkpoint: Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.	Show resilience and perseverance in the face of challenge. Manage their own needs - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	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. <u>Readiness for Y1</u> Knows what is right and wrong and can explain the importance of boundaries. Manages their own personal hygiene and basic needs.
	I have a preference when playing e.g. small world or outdoors. I am showing resilience in the face of challenges e.g. opening my drink. I am becoming more responsible. I am following the rules of my setting with reminders. I follow rules without reminders. I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet. I am managing my own needs more frequently.	I am confident when trying new activities. I show perseverance in the face of challenge. I can explain the reasons for why we have rules. I know right from wrong and I try to behave accordingly. I am developing in confidence, independence, resilience and perseverance. I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices.	
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Building Relationships	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. 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.	See themselves as a valuable individual. Build constructive and respectful relationships. Think about the perspectives of others.	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 to other's needs. <u>Readiness for Y1</u>
	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people. I know people should listen to me just as I should listen to them. I play with one or more children and converse with them to extend play. I have multiple positive friendly relationships with children and adults in my setting. I am beginning to find solutions to conflicts I am having e.g. when two people want the bike, I use the timer to take turns. I can think about the perspective of others Observational Checkpoint: Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?	I show confidence when playing and talking to adults and friendship peers. I have formed positive adult and peer friendships. I work and play co-operatively, including turn taking, with others. I show sensitivity to my own needs. I show sensitivity to others' needs.	Takes turns and plays co-operatively with others and shows sensitivity to others' feelings. Is aware of the people in the community that are there to help us. Care about living things.