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| **Personal, Social and Emotional Development** | | |
| Birth to 3 | Nursery | Reception |
| **Babies, toddlers and young children** will be learning to:   * find ways to calm themselves, through being calmed and comforted by their key person * establish their sense of self * express preferences and decisions, they also try new things and start establishing their autonomy * 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   **Babies, toddlers and young children** will be learning to:   * find ways of managing transitions, for example, from their parent to their key person * thrive as they develop self-assurance * 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   **Babies, toddlers and young children** will be learning to:   * feel strong enough to express a range of emotions * grow in independence, rejecting help (“me do it”) - sometimes this leads to feelings of frustration and tantrums * 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 * learn to use the toilet with help, and then independently   **Babies, toddlers and young children** will be learning to:   * be increasingly able to talk about and manage their emotions * notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on * develop friendships with other children * safely explore emotions beyond their normal range through play and stories * talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …” | **3 and 4-year-old children** will be learning to:   * 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 * 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 * find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas   **3 and 4-year-old children** will be learning to:   * 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   **3 and 4-year-old children** will be learning to:   * be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly * make healthy choices about food, drink, activity and toothbrushing | **Reception children** will be learning to:   * see themselves as a valuable individual * build constructive and respectful relationships * express their feelings and consider the feelings of others   **Reception children** will be learning to:   * show resilience and perseverance in the face of challenge * identify and moderate their own feelings socially and emotionally * think about the perspectives of others   **Reception children** will be learning to:   * manage their own needs and personal hygiene * know and talk about the different factors that support their overall health and wellbeing including:   + regular physical activity   + healthy eating   + toothbrushing   + sensible amounts of ‘screen time’   + having a good sleep routine   + being a safe pedestrian   **ELGs**  **Self-Regulation ELG**  **Children at the expected level of development will:**  - 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 ELG**  **Children at the expected level of development will:**  - 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 ELG**  **Children at the expected level of development will:**  - 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. |