

Personal, Social, Emotional Development Foundation <div data-bbox="360 272 492 400">  </div>	Children will learn to:		
Term/Year group	F2	F1 N2	F1 N1
Autumn 1 Me and my family	<ul style="list-style-type: none"> - Show respect to adults and children in the class. - Enter F2 room and get resources ready for learning independently. - Listen to the expectations of using continuous provision. - Be able to wait for something they need, or wait whilst others are chosen before them. + Please SEE PSHE Long Term Plan	<ul style="list-style-type: none"> - Show confidence to try different areas of the provision independently. - Be able to find a familiar adult when upset and express their feelings or ask for help. - Come into the classroom independently, put away their bag and water bottle and go to the F1 room. 	
Autumn 2 Travel and transport	<ul style="list-style-type: none"> - Consider the feelings of other children e.g. going to help children who are upset. - Adapt behaviour to new settings, such as assembly. - Know how to keep clean throughout the day e.g. getting an apron independently when needed, washing hands after creative area. Knowing if they need to be changed. + Please SEE PSHE Long Term Plan	<ul style="list-style-type: none"> - Talk about their feelings, using feelings vocabulary – happy, sad, angry. - Play with multiple different children. - Follow some of the rules with reminders. 	
Spring 1 Once upon a time	<ul style="list-style-type: none"> - Show consideration of other people's feelings. - To explain why I am feeling a particular way. - Begin to moderate my own emotions e.g. calming down when being very upset independently. 	<ul style="list-style-type: none"> - Share and take turns with others on most occasions. - Take some responsibility in their tidy team. 	<ul style="list-style-type: none"> - Use the toilet with help from a familiar adult. - Take turns in group settings, when task is guided by an adult. - Begin to develop friendships with other children.

	<ul style="list-style-type: none"> - Listen to others with increased attention and wait for them to listen to me. <p>+ Please SEE PSHE Long Term Plan</p>	<ul style="list-style-type: none"> - Work with a partner in different areas of provision to complete or make something. 	
<p>Spring 2</p> <p>Royalty</p>	<ul style="list-style-type: none"> - Be confident to talk to other members of staff outside of foundation. - Lead younger children within their tidy team. - Organise themselves for learning. Knowing what to do to be ready to learn in each individual lesson e.g. expectations for handwriting lesson, what to do with maths resources, getting in space for p.e. <p>+ Please SEE PSHE Long Term Plan</p>	<ul style="list-style-type: none"> - Ask questions about others to find out more information. - Get appropriate resources independently to make something. - Move around school, continuing to follow school rules with the support of an adult. 	<ul style="list-style-type: none"> - Use multiple areas of provision, with help from an adult when needed. - To find ways to cope when left by parents.
<p>Summer 1</p> <p>My place in the world</p>	<ul style="list-style-type: none"> - Clearly articulate their feelings, explaining why and creating some solutions. - Know how to be safe and how the grown-ups keep them safe in and outside of school. <p>+ Please SEE PSHE Long Term Plan</p>	<ul style="list-style-type: none"> - Talk with others to solve conflicts without the need for adult intervention. - Follow the school routine without reminders from adult, knowing what the expectation is at each point of the day. 	<ul style="list-style-type: none"> - Use the toilet independently and then wash hands. - Begin making friendships within the class.
<p>Summer 2</p> <p>Growing</p>	<ul style="list-style-type: none"> - Know how to independently access all areas of the provision, knowing what they can get out and how to use it with purpose. - Show confidence in the face of transition to year, understanding which changes will occur and how to manage these. <p>+ Please SEE PSHE Long Term Plan</p>	<ul style="list-style-type: none"> - Follow the school rules without support from adults. - Suggest ideas when asked how another person/characters may be feeling. - Role play characters using different emotions. - Follow and complete tasks set by an adult but to complete independently. 	<ul style="list-style-type: none"> - Recognise and say when they are happy or sad. - Begin to understand how others might be feeling by looking at their facial expression.
	<p>Early Learning Goals</p> <p>PSED</p> <p><u>Self-Regulation ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings 		

	<p>and those of others, and begin to regulate their behaviour accordingly;</p> <ul style="list-style-type: none"> • 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. <p><u>Managing Self ELG</u></p> <p>Children at the expected level of development will:</p> <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. <p><u>Building Relationships ELG</u></p> <p>Children at the expected level of development will:</p> <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. 		
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