

## **ELG PSED**

### **Self-Regulation:**

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:**

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:**

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

	Autumn	Spring	Summer
Self- Regulation	<p>Autumn 1 1 Decision Nature Group All about me/Well- being</p> <p>Children know how to recognise when they are tired/sad/angry with support and choose an appropriate action.</p> <p>Children know how to ask "Would you like to play with me?" "Please know how to I go to the toilet?" "Please know how to you help me?" Children know how to express their feelings "I am sad/happy/cross/excited" Five point scale.</p> <p>Children know how to say "I am going to ...."</p>	<p>Spring 1 1 Decision</p> <p>Animated Storybooks</p> <ol style="list-style-type: none"> <li>1. Green Stays in Hospital</li> <li>2. Green gets glasses</li> <li>3. Green's Greens</li> <li>4. Orange Feels Worried</li> <li>5. Orange Moves House</li> </ol> <p>Dilemma Drops</p> <ol style="list-style-type: none"> <li>1. Green's Brothers Game</li> <li>2. Green's Glasses</li> <li>3. Green is Lining Up</li> <li>4. Green's Daddy</li> <li>5. Green's Playtime</li> </ol> <p>MyHappyMind - commencing Spring 1 using the EYFS storybooks.</p>	<p>Summer 1 1 Decision</p> <p>Animated Storybooks</p> <ol style="list-style-type: none"> <li>1. Red Visits the Dentist</li> <li>2. Blue Explores Road Safety</li> <li>3. Rainbow Feels Angry</li> <li>4. Yellow Play fights</li> <li>5. Rainbow Visits The Seaside.</li> </ol> <p>Dilemma Drops</p> <ol style="list-style-type: none"> <li>1. Blue at the Shopping Centre</li> <li>2. Blue feels jealous</li> <li>3. Blue feels sad</li> <li>4. Blue's Sleepover</li> <li>5. Blue wants to play a game</li> </ol> <p>MyHappyMind -</p>

Children know how to say "I have been/made..."  
Children are encouraged to ask for help when needed.  
Children stop what they are doing during a focussed activity when the adult says their name, claps and wiggles fingers.

Autumn 2-  
EYFS 1 Decision  
Dilemma Drops and  
animated story books

1. Blue gets lost
2. Blue bakes cakes
3. Blue feels jealous
4. Blue plays tennis
5. Blue feels sad
6. Blue has forgotten her lunch

Children know how to recognise when a peer is tired/sad/angry and offer comfort  
Children know how to express their feelings  
"I am sad/happy/cross/excited because ..."  
Children know how to say "I am going to ..."  
Children know how to say "I have been/made..." "I used ..."  
Children independently ask for help and support.  
Children know how to listen carefully and follow two step instructions

Spring 2  
EYFS 1 Decision  
Animated storybooks

Children will see themselves as a valuable individual  
(Celebrate)  
Build constructive and respectful relationships  
(Relate)  
Express their feelings and consider the feelings of others  
(Meet your Brain, Relate)  
Show resilience and perseverance in the face of challenge  
(Engage)  
Identify and moderate their own feelings socially and emotionally  
(Meet your Brain)  
Think about the perspective of others  
(Relate)

1. Orange Feels Worried
2. Orange Moves House
3. Orange Sleeps Over
4. Orange Helps Out
5. Orange Brushes His Teeth

#### Dilemma Drops

1. Pink Feels Worried
2. Rainbow is Moving House
3. Purple's Hand Wash
4. Yellow Wants to Help Green
5. Red has a Wobbly Tooth.

Manage their own needs: Personal Hygiene

Know and talk about the different factors that support their overall health and well-being

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of screen time
- having a good sleep routine
- being a safe pedestrian

Summer 2  
1 Decision Animated  
Storybooks

1. Greens Moving Up a Year
2. Yellow Wants to Play with Orange
3. Pink has a new brother.
4. Blue learns to share.
5. Rainbow's Food Journey.

#### Dilemma Drops

1. Purple feels poorly.
2. Purple's best friends
3. Purple's school book
4. Purple's Sports Day
5. Purple's school book.

Children routinely recognise others' emotions and comfort/are sensitive to individual needs. Children know how to use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please know how to we share?" Children understand that they have to wait for an adult or resource and know how to wait patiently. Children talk in detail about what they are going to do and what they will need Children know how to say "I have been/made..." I used ..." I am really proud of ..." children talk

			<p>about improvements they have made</p> <p>Children know how to listen carefully and follow three step instructions.</p> <p>Children know how to listen to an adult and talk about what good listening is.</p>
<p>Managing Self See My HappyMind objectives</p>	<p>Children know how to wash their hands with supervision.</p> <p>Children know how to manage their own toileting mostly independently.</p> <p>Children know how to put their coat on and zip it up with some support.</p> <p>Children know how to take their shoes off and put their wellies on independently.</p>	<p>Children know how to wash their hands independently.</p> <p>Children know how to manage their own toileting independently.</p> <p>Children know how to put their coat on and zip it up independently.</p> <p>Children know how to put on a painting apron with support.</p> <p>Children know how to begin to turn their</p>	<p>Children know how to talk about: - How to cross the road safely - Why a good night's sleep is important - Screen time at home - Why we brush our teeth - How exercise affects our body - What foods are healthy for us.</p> <p>Children independently get changed for PE and know how to use</p>

Children know how to put their shoes on independently (not with laces)  
Children know how to undress independently and redress with some support.  
With support children know how to follow simple rules (I know how to sit on the carpet, I know how to line up, I keep my hands to myself, I listen to an adult, I tidy up when I've been asked)  
Children know how to choose what they want to play with.  
Children know how to keep trying at a challenge with adult support.

clothes the right way round when dressing  
Children know how to follow the classroom rules independently  
Children know how to choose what they want to play with and choose somewhere else to play if needed.  
Children know how to begin to keep trying with a challenge independently.

buttons to get themselves dressed  
Children know how to put a painting apron on independently.  
Children know why we have rules and know how to explain what good behaviour is.  
Children know how to try different ways to solve a challenge.  
Children know how to say something they are proud of and talk about what they have learned (growth mindset focus)



	<p>Children know how to say something they are good at.</p> <p>Children begin to identify healthy and unhealthy foods</p>		
<p>Building Relationships See My HappyMind objectives</p>	<p>Children know how to share classroom resources with adult guidance.</p> <p>Children know how to play alongside others engaged in the same play.</p> <p>Children know how to name the key adults and peers in school.</p> <p>Children seek out a familiar adult when they need help or are upset.</p> <p>With support, children know how to take turns when using classroom resources.</p>	<p>Children know how to share classroom resources independently</p> <p>Children begin to play in play in a pair sharing resources and ideas</p> <p>Children independently take turns when sharing resources</p> <p>Children know how to recognise when their peers are tired/sad/angry and offer comfort</p>	<p>Children know how to listen to the views of others in play situations.</p> <p>Children respect others' ideas during play.</p> <p>Children routinely recognise others' emotions and comfort/are sensitive to individual needs.</p>

	<p>Children know how to recognise when they are tired/sad/angry with support and choose an appropriate action.</p>		
--	--	--	--