

EYFS PSED FO

	FO Autumn 1	FO Autumn 2	FO Spring 1	FO Spring 2	FO Summer 1	FO Summer 2
Self regulation	<p>Behaviour: Plays with increasing confidence on their own, because they know their key person is nearby and available.</p> <p>Awareness of own feelings: Thrives as they develop self-assurance. If they are established in the provision, they will demonstrate confidence. If they are new to the environment they show willingness.</p> <p>Other’s feelings (empathy): Starts to notice what others enjoy.</p> <p>Challenge: Shows an interest in playing alongside other children.</p> <p>Engagement: Uses that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p><i>Shows an interest in others and is tolerant of other children.</i></p>	<p>Behaviour: Plays with increasing confidence on their own, because they know their key person is nearby and available.</p> <p>Awareness of own feelings: Thrives as they develop self-assurance. If they are established in the provision, they will demonstrate confidence. If they are new to the environment they show willingness.</p> <p>Other’s feelings (empathy): Starts to notice what others enjoy.</p> <p>Challenge: Shows an interest in playing alongside other children.</p> <p>Engagement: Uses that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p><i>Shows an interest in others and is tolerant of other children.</i></p>	<p>Behaviour: Plays with increasing confidence alongside other children, because they know their key person is nearby and available.</p> <p>Awareness of own feelings: Children are settled and confident to engage with adults and/or are beginning to engage with other children.</p> <p>Other’s feelings (empathy): Starts to mirror what other children are doing and enjoying.</p> <p>Challenge: Feels confident being around other children and enjoys exploring new experiences with their key person.</p> <p>Engagement: Engages with a particular area or resource which makes them feel comfortable in the setting.</p> <p><i>Gaining confidence in engaging with others</i></p>	<p>Behaviour: Plays with increasing confidence alongside other children, because they know their key person is nearby and available.</p> <p>Awareness of own feelings: Children are settled and confident to engage with adults and/or are beginning to engage with other children.</p> <p>Other’s feelings (empathy): Starts to mirror what other children are doing and enjoying.</p> <p>Challenge: Feels confident being around other children and enjoys exploring new experiences with their key person.</p> <p>Engagement: Engages with a particular area or resource which makes them feel comfortable in the setting.</p> <p><i>Gaining confidence in engaging with others</i></p>	<p>Behaviour: Demonstrates a sense of self as an individual (e.g. wants to do things independently, says, ‘No’ to adult).</p> <p>Awareness of own feelings: Express their own preferences and interests.</p> <p>Other’s feelings (empathy): Laughs with other children.</p> <p>Challenge: Explores new toys and environments, but ‘checks in’ regularly with a familiar adult as and when they need to.</p> <p>Engagement: Explores different areas with adult support and direction e.g. the adult encourages the child to explore an unfamiliar area or activity with them.</p> <p><i>Gaining confidence and enjoys exploring the setting.</i></p>	<p>Behaviour: Demonstrates a sense of self as an individual (e.g. wants to do things independently, says, ‘No’ to adult).</p> <p>Awareness of own feelings: Express their own preferences and interests.</p> <p>Other’s feelings (empathy): Laughs with other children.</p> <p>Challenge: Explores new toys and environments, but ‘checks in’ regularly with a familiar adult as and when they need to.</p> <p>Engagement: Explores different areas with adult support and direction e.g. the adult encourages the child to explore an unfamiliar area or activity with them.</p> <p><i>Gaining confidence and enjoys exploring the setting.</i></p>
Managing self	<p>Confidence Uses a familiar adult to share their feelings with such as excitement or pleasure, and for ‘emotional refuelling’ when feeling tired, stressed or frustrated.</p> <p>Resilience May be distracted for a short time by an adult or other children when upset.</p> <p>Following Rules Acknowledges social cues for rules and routines during the day but may not follow them.</p> <p>Making Choices Begins to choose more than one area of interest.</p> <p>Personal Health Communicates health and self-care needs, e.g. needing their nappy changed, needing to wash their hands, etc. most of the time (may still have accidents, etc.)</p> <p><i>Begins to self soothe using a distraction and acknowledge social cues.</i></p>	<p>Confidence Uses a familiar adult to share their feelings with such as excitement or pleasure, and for ‘emotional refuelling’ when feeling tired, stressed or frustrated.</p> <p>Resilience May be distracted for a short time by an adult or other children when upset.</p> <p>Following Rules Acknowledges social cues for rules and routines during the day but may not follow them.</p> <p>Making Choices Begins to choose more than one area of interest.</p> <p>Personal Health Communicates health and self-care needs, e.g. needing their nappy changed, needing to wash their hands, etc. most of the time (may still have accidents, etc.)</p> <p><i>Begins to self soothe using a distraction and acknowledge social cues.</i></p>	<p>Confidence Seeks help from a familiar adult verbally or non-verbally e.g. pulls an adult's sleeve or simply asks for help.</p> <p>Resilience: Becomes more settled in the environment showing less distress when coming into the setting.</p> <p>Following Rules: Responds to appropriate boundaries, with encouragement and support some of the time.</p> <p>Making Choices Selects resources and uses activities with adult support.</p> <p>Personal Health Begins to understand simple self-care routines such as washing hands, wiping their own nose, etc.</p> <p><i>Becomes more settled and responds to some boundaries.</i></p>	<p>Confidence Seeks help from a familiar adult verbally or non-verbally e.g. pulls an adult's sleeve or simply asks for help.</p> <p>Resilience: Becomes more settled in the environment showing less distress when coming into the setting.</p> <p>Following Rules: Responds to appropriate boundaries, with encouragement and support some of the time.</p> <p>Making Choices Selects resources and uses activities with adult support.</p> <p>Personal Health Begins to understand simple self-care routines such as washing hands, wiping their own nose, etc.</p> <p><i>Becomes more settled and responds to some boundaries.</i></p>	<p>Confidence Feels safe enough in the environment to demonstrate a range of emotions (happy, joy, sad, frustrated etc).</p> <p>Resilience: Becomes more settled in the environment most of the time and is developing their confidence.</p> <p>Following Rules: Shows awareness of some rules in the classroom.</p> <p>Making Choices Selects and uses activities and resources, with help when needed.</p> <p>Personal Health Understands simple self-care routines such as washing hands, wiping their own nose, etc.</p> <p><i>Begins to show more confidence within the settings and becomes more independent when using resources.</i></p>	<p>Confidence Feels safe enough in the environment to demonstrate a range of emotions (happy, joy, sad, frustrated etc).</p> <p>Resilience: Becomes more settled in the environment most of the time and is developing their confidence.</p> <p>Following Rules: Shows awareness of some rules in the classroom.</p> <p>Making Choices Selects and uses activities and resources, with help when needed.</p> <p>Personal Health Understands simple self-care routines such as washing hands, wiping their own nose, etc.</p> <p><i>Begins to show more confidence within the settings and becomes more independent when using resources.</i></p>

<div>Building relationships</div>	<div>Relationships/co-operation</div> <div>Uses a familiar adult as a secure base from which to explore. Starts to acknowledge other peers and what they are doing.</div> <div>Play</div> <div>Plays by themselves but content to have others play nearby.</div> <div>Attachments</div> <div>Exploring new situations when supported by a familiar person.</div> <div>Aware of own needs</div> <div>Finds ways to feel comfort.</div> <div>Sensitivity to other's needs</div> <div>Takes things they want from other children.</div> <div>Developing confidence to play where others are.</div>	<div>Relationships/co-operation</div> <div>Uses a familiar adult as a secure base from which to explore. Starts to acknowledge other peers and what they are doing.</div> <div>Play</div> <div>Plays by themselves but content to have others play nearby.</div> <div>Attachments</div> <div>Exploring new situations when supported by a familiar person.</div> <div>Aware of own needs</div> <div>Finds ways to feel comfort.</div> <div>Sensitivity to other's needs</div> <div>Takes things they want from other children.</div> <div>Developing confidence to play where others are.</div>	<div>Relationships/co-operation</div> <div>Shows interest in the activities of others and responds differently to children and adults (e.g. may be more interested in watching children than adults or may pay more attention when children talk to them).</div> <div>Play</div> <div>Will sometimes parallel play alongside others (perhaps with support from a familiar adult).</div> <div>Attachments</div> <div>Shows affection and concern for people who are special to me within the environment.</div> <div>Aware of own needs</div> <div>Finds an area they feel safe.</div> <div>Sensitivity to other’s needs</div> <div>Gets upset when things don’t go their way.</div> <div>Shows awareness of others in their chosen play areas. Some evidence of interaction.</div>	<div>Relationships/co-operation</div> <div>Shows interest in the activities of others and responds differently to children and adults (e.g. may be more interested in watching children than adults or may pay more attention when children talk to them).</div> <div>Play</div> <div>Will sometimes parallel play alongside others (perhaps with support from a familiar adult).</div> <div>Attachments</div> <div>Shows affection and concern for people who are special to me within the environment.</div> <div>Aware of own needs</div> <div>Finds an area they feel safe.</div> <div>Sensitivity to other’s needs</div> <div>Gets upset when things don’t go their way.</div> <div>Shows awareness of others in their chosen play areas. Some evidence of interaction.</div>	<div>Relationships/co-operation</div> <div>Plays alongside others with a familiar adult present.</div> <div>Play</div> <div>Plays alongside others dipping into their play (associative).</div> <div>Attachments</div> <div>Using an attachment with a familiar adult to feel comfortable to be around others within the setting</div> <div>.Aware of own needs</div> <div>Becomes aware of the surrounding environment.</div> <div>Sensitivity to other’s needs</div> <div>Shows affection and concern for people who are special to me.</div> <div>Starts to enjoy the company of other children and wants to play with them.</div>	<div>Relationships/co-operation</div> <div>Plays alongside others with a familiar adult present.</div> <div>Play</div> <div>Plays alongside others dipping into their play (associative).</div> <div>Attachments</div> <div>Using an attachment with a familiar adult to feel comfortable to be around others within the setting</div> <div>.Aware of own needs</div> <div>Becomes aware of the surrounding environment.</div> <div>Sensitivity to other’s needs</div> <div>Shows affection and concern for people who are special to me.</div> <div>Starts to enjoy the company of other children and wants to play with them.</div>
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EYFS PSED Nursery F1

	F1 Autumn 1	F1 Autumn 2	F1 Spring 1	F1 Spring 2	F1 Summer 1	F1 Summer 2
Self regulation	<p>Behaviour: Knows there are boundaries in school.</p> <p>Awareness of own feelings: Becoming more aware of themselves as an individual.</p> <p>Other's feelings (empathy): Becomes aware of other people around them e.g. smiles at others during play.</p> <p>Challenge: Explores new toys and environments but 'checks in' regularly with a familiar adult as and when they need to.</p> <p>Engagement: Beginning to be aware of the range of activities and exploring those available. Children will explore areas they don't normally go to with support or encouragement.</p> <p><i>Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others.</i></p>	<p>Behaviour: Follows a simple instruction.</p> <p>Awareness of own feelings: Demonstrates a sense of self as an individual, e.g., want to do things independently, or says 'No' to adults.</p> <p>Other's feelings (empathy): Greet another child during their play verbally or non-verbally e.g. says hello or hands them a resource to use.</p> <p>Challenge: Understands the use of resources for a particular task.</p> <p>Engagement: May flit between several different play activities without staying at one for any length of time..</p> <p><i>Asserts themselves as an individual person with likes and dislikes.</i></p>	<p>Behaviour: Follows the routine of the setting with some support.</p> <p>Awareness of own feelings: Finds ways to calm themselves, through being calmed and comforted by a familiar adult.</p> <p>Other's feelings (empathy): Is able to show comfort towards others e.g. gives a hug or passes them a toy.</p> <p>Challenge: Selects and uses resources with support.</p> <p>Engagement: Joins in a range of activities that interest them for a longer period of time.</p> <p><i>Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it.</i></p>	<p>Behaviour: Follows the routine of the setting with little support.</p> <p>Awareness of own feelings: Recognises emotional outbursts although cannot yet fully control them.</p> <p>Other's feelings (empathy): Acknowledges when another child is upset by making a comment.</p> <p>Challenge: Selects and uses activities and resources, with help when needed.</p> <p>Engagement: Talks to other children when playing together.</p> <p><i>More aware of other children around them and starts to interact. Is able to make simple choices.</i></p>	<p>Behaviour: Able to show a small amount of control, e.g., waiting for their turn and resisting the impulse to grab what they want with support from an adult.</p> <p>Awareness of own feelings: Will ask adults for help.</p> <p>Other's feelings (empathy): Tells an adult when another child is upset.</p> <p>Challenge: Selects and uses activities and resources independently (builds up over the Summer Term).</p> <p>Engagement: Confident to talk to other children when playing together and will communicate freely about what they are doing.</p> <p><i>Starts to be more confident to play with others and is beginning to self-regulate in play situations.</i></p>	<p>Behaviour: Identifies problems and seek assistance from familiar adult although not always articulate in their request.</p> <p>Awareness of own feelings: Talks about their feelings using words like 'happy', 'sad'.</p> <p>Other's feelings (empathy): Understands when a child is hurt or upset, e.g., gives another child a toy when they are crying.</p> <p>Challenge: Selects and uses activities and resources. This helps them to achieve a goal they have chosen, or one that is suggested to them.</p> <p>Engagement: Develops their sense of responsibility for their own things.</p> <p><i>Starts to show responsibility for their own feelings and their own play.</i></p>
Managing self	<p>Confidence Moves confidently around the environment, making some choices for themselves.</p> <p>Resilience Enters the environment confidently and independently.</p> <p>Following rules Shows awareness of and understands some of the rules in the classroom.</p> <p>Making Choices Confidently makes choices within the environment for themselves.</p> <p>Personal Health Knows some ways we can take care of ourselves, for example seeing a doctor or dentist.</p> <p><i>Shows more independence and more confidence to make choices for themselves.</i></p>	<p>Confidence Shows confidence in the setting even when the routine is different.</p> <p>Resilience Has a growing ability to distract oneself when upset within the environment, e.g., by engaging in new play activity with adult support.</p> <p>Following rules Begins to follow the rules of the classroom but with reminders from adults.</p> <p>Making Choices Shows confidence towards choosing new activities and experiences in the environment for themselves.</p> <p>Personal Health Models self-care routines within their play with an adult, for example caring for babies, feeding them, putting clothes on.</p>	<p>Confidence Shows confidence in social situations.</p> <p>Resilience Has a growing ability to distract oneself when upset within the environment, e.g., by engaging in new play activity.</p> <p>Following rules Shows a simple understanding as to why we have rules, e.g., only three people are allowed in the water tray</p> <p>Making Choices Shows an awareness of how their choices may effect and involve others around them.</p> <p>Personal Health Models self-care routines within their play more independently, for example caring for babies, feeding them, putting clothes on.</p>	<p>Confidence Seeks out adults for more specific help in order to complete what they set out to do, e.g. asks for help to find the end of the sticky tape in order to fix their model. This may or may not be verbal.</p> <p>Resilience Comforts oneself when upset if something does not go their way, e.g. their tower is knocked over by another child or their toy is taken from them.</p> <p>Following rules Follows the rules of the setting independently most of the time.</p> <p>Making Choices Begins to accept the needs of others and can take turns and share resources, sometimes with support from adults.</p> <p>Personal Health Begins to understand why and how we take care of our bodies in simple</p>	<p>Confidence Usually adapts behaviour to different events, social situations and changes in routine.</p> <p>Resilience Beginning to become more confident in resolving own conflicts during their play, with prompts and adult support.</p> <p>Following rules Does not always need an adult to remind them of a rule. Begins 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.</p> <p>Making Choices Accepts the needs of others and can take turns and share resources some of the time. .</p> <p>Personal Health</p>	<p>Confidence Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Resilience Becoming more confident in resolving own conflicts during their play.</p> <p>Following rules Follows the rules within the setting most of the time, and is beginning to support their peers to make good choices.</p> <p>Making Choices This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Personal Health Is independent in most self-care routines e.g. washing their hands, taking off a</p>

		<i>Shows awareness that things don't always go their way and has more flexibility when things are different.</i>	<i>Starts to comply with the boundaries of school knowing there are rules. Shows an awareness of how their choices may effect and involve others around them</i>	terms, e.g. we drink to keep our bones strong. <i>Seeks out adults for specific help. Begins to accept the needs of others.</i>	Develops a secure understanding of basic self-care needs, and keeping our bodies healthy. <i>More aware of others around them and the need to take account of others around them. Has some accountability for their actions.</i>	cardigan/jumper, using the toilet. <i>Able to manage a task seeing it through from beginning to end. Showing independence in their choices.</i>
<i>Building relationships</i>	Relationships/co-operation Develops connections with other children. May develop a close friendship with another child. Play Plays with one other child (cooperative). Attachments May form a special connection with another child. Aware of own needs Starts to form a special connection with another child. Sensitivity to other's needs Identifies a familiar adult to respond to. <i>Forms an attachment with an adult in the setting.</i>	Relationships/co-operation Begins to seek out others to share experiences Play Interested in others' play and starts to join in, play might be repetitive with basic language. Attachments May seek out others to share experiences. Aware of own needs Knows to go to a familiar adult when they feel emotions for reassurance. Sensitivity to other's needs Begins to be aware of emotions displayed by an adult, e.g., change of voice tone and non-verbal cues. <i>Plays alongside other children..</i>	Relationships/co-operation Play may be led by others to another activity of their choice Play Plays with peers at an activity of their choice. Attachments Awareness of their basic own emotions e.g. being happy. Aware of own needs Becomes aware of simple emotions following the process below: Adult recognises the emotion. Adult names the emotion for the child. Adult provides some comfort. Adult offers solution. Sensitivity to other's needs Responds to the emotions of adults in the setting. <i>Starts to 'dip' into others' play</i>	Relationships/co-operation May become more willing to access different activates with a friend not of their choosing Play Plays with peers at an activity of not of their choice. Attachments Children can explore their emotions beyond their normal range through play and stories. Aware of own needs Starts to be able to identify their own emotions. Sensitivity to other's needs Shows awareness of other children in the setting. <i>Shows more awareness of others in the setting and starts to interact during play.</i>	Relationships/co-operation Initiates play, offering cues to peers to join in. Play Plays with one or more other children, extending and elaborating play ideas in simple terms. Attachments Is aware of how to display friendly/positive behaviour.. Aware of own needs Becomes less adult-reliant on dealing with their emotions. Sensitivity to other's needs Shows awareness of the emotions of other children in the setting. <i>Shows interest in other children's play and may start to observe with interest and join in the game.</i>	Relationships/co-operation Play is sometimes kept going by responding to what others are saying or doing. Play Plays in a group, extending and elaborating play ideas, e.g., building up role-play activity with other children. Attachments Demonstrates friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults. Aware of own needs Becomes less adult-reliant on dealing with their emotions. Sensitivity to other's needs Starts to listen to and respond to adults. Joins in with others' play.

	F2 Autumn 1	F2 Autumn 2	F2 Spring 1	F2 Spring 2	F2 Summer 1	F2 Summer 2
Self regulation	<p>Behaviour: Talks with others to solve conflicts with support.</p> <p>Awareness of own feelings: Separates from main carer in new setting. Talks about things of immediate interest to them.</p> <p>Other’s feelings (empathy): <i>Recognises simple emotions in relation to themselves.</i></p> <p>Challenge: Explores new environment and resources.</p> <p>Engagement: Knows to look and listen when an adult is speaking. Sits on the carpet next to others during ‘class teach’. Some support is needed to settle. Follows one-step instructions directed specifically to them, e.g., referred to by their name.</p> <p>Begins to develop confidence and cooperation.</p>	<p>Behaviour: Shares resources independently some of the time. Respects the property of the setting and those belonging to others.</p> <p>Awareness of own feelings: <i>Expresses their own present emotions.</i></p> <p>Other’s feelings (empathy): The child can recognise simple emotions in others.</p> <p>Challenge: Understands expectations and structure of question-and-answer and conversation. For example raises hand to speak during carpet sessions or waits for turn to speak when another person is speaking.</p> <p>Engagement: Follows simple repetitive daily routines with support.</p> <p>Increasing ability to share, recognises emotions of self and shows good manners.</p>	<p>Behaviour: Beginning to resolve conflicts with others, with support and without aggression.</p> <p>Awareness of own feelings: Expresses their feelings.</p> <p>Other’s feelings (empathy): Beginning to consider the impact of their own actions on others.</p> <p>Challenge: Takes part in conversation more independently using the 'my turn, your turn' structure during play, sometimes with support from an adult.</p> <p>Increasing ability to share, recognises emotions of self and shows good manners.</p>	<p>Behaviour: Translates behaviour expectations to different environments and adults, e.g., sits quietly in the hall for assembly, but talks to friends during lunchtime.</p> <p>Awareness of own feelings: Reflects on how they felt in a specific situation. Identifies and moderates their own feelings socially and emotionally.</p> <p>Other’s feelings (empathy): Considers the feelings of others.</p> <p>Challenge: Beginning to control their immediate impulses, for example is starting to wait their turn for resources or in conversation.</p> <p>Engagement: Starts tasks quickly and maintains focus during completion.</p> <p>Starts to consider the feelings of others.</p>	<p>Behaviour: Talks with others to solve conflicts independently. Distances oneself from any unpleasant or inappropriate behaviour by others.</p> <p>Awareness of own feelings: Manages a range of emotions in a classroom setting.</p> <p>Other’s feelings (empathy) <i>Begins to understand how others might be feeling, to show empathy.</i></p> <p>Challenge: Uses resources appropriately and with purpose.</p> <p>Engagement: Beginning to follow instructions with more than one step independently even when attention is focused on something else.</p> <p>Begins to understand how others might be feeling, to show empathy.</p>	<p>Show an understanding of their own feelings 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.
Managing self	<p>Confidence Confidently talks to other children when playing. Safely explores emotions beyond their normal range through play and stories</p> <p>Resilience Completes an activity for a sustained period with adult support and prompts. Following Rules</p> <p>Knows and understands what the classroom behaviour expectations are.</p> <p>Making Choices Selects and uses resources and activities appropriately.</p> <p>Personal Health Manages their outer clothing, e.g., puts their own coat on, takes it off and hang it on their peg. Uses the toilet independently and washes their hands when reminded. With encouragement, children will make healthy choices about food, drink, sleep and physical activity. Begins to use cutlery correctly with support.</p> <p>Begins to develop confidence with children and sustained interest in play. Manages coat and toilet with help, and cutlery.</p>	<p>Confidence <i>Confidently asks adults for help. Welcomes and values praise for achievements.</i></p> <p>Resilience Completes an activity for a sustained period</p> <p>Making Choices Enjoys the responsibility of carrying out small tasks.</p> <p>Following Rules Meets the classroom behaviour expectations with support and guidance.</p> <p>Personal Health Remove their own jumper. Goes to the toilet and is clean and dry throughout the day. Independently washes their hands with soap and water without reminders. With encouragement, children will make healthy choices about food, drink, sleep and physical activity.</p> <p>Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.</p>	<p>Confidence: Takes responsibility for their self and their own belongings.</p> <p>Resilience: Begins to self-reflect. Learns from their mistakes to improve an outcome next time.</p> <p>Following Rules Begins to follow classroom behaviour expectations independently.</p> <p>Making Choices: Participates in a wide range of activities.</p> <p>Personal Health: Gets dressed and undressed with support. Understands why we wash our hands. Identifies what healthy choices are.</p>	<p>Confidence: Follows rules and can explain why we have them. Demonstrates and understands expectations of the classroom.</p> <p>Resilience: Completes an activity with focus and attention to detail, ignoring distractions.</p> <p>Following Rules Recognises how and when they meet the behaviour expectations.</p> <p>Making Choices: Selects and uses appropriate activities and resources to complete a successful outcome.</p> <p>Personal Health: Gets dressed and undressed with support. Understands and knows how to protect themselves against different weather conditions and appropriate clothing, sun cream, drinking water etc. Knows the importance of making healthy choices.</p> <p>Begins to develop a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.</p>	<p>Confidence: Shows confidence and resilience in the face of an unfamiliar activity or situation.</p> <p>Resilience: Shows resilience and perseverance in the face of challenge.</p> <p>Following Rules Recognises how and when they meet the behaviour expectations.</p> <p>Making Choices: Confidently supports peers to make choices in order to complete a successful outcome.</p> <p>Personal Health: Gets dressed and undressed independently. Might need help with tricky items, e.g., buttons. Talks about why we make healthy choices. Begins to use cutlery independently.</p> <p>Increased confidence and resilience and this can include supporting peers.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none">• 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	Relationships/co-operation Demonstrates friendly behaviour, initiating interactions. Play is kept going by responding to what others are saying or doing. Play Plays in a group, extending and elaborating play ideas. Attachments Demonstrates friendly behaviour, initiating interactions with peers and other familiar adults. Aware of own needs Becomes less adult-reliant when experiencing emotions. Sensitivity to others needs Listens to adults and responds appropriately. Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.	Relationships/co-operation <i>Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</i> Play Initiates play, offering cues to friends to join me Attachments Forms relationships with friends and familiar adults. Aware of own needs Starts to be able to identify simple emotions and how they can affect them, e.g., happy, sad, angry. Sensitivity to other’s needs Follows simple instructions and requests. Initiates play, recognises some emotions better and follows instructions.	Relationships/co-operation Engages more actively in group work. Play Returns to their play after a break and commences and extends its focus. Attachments Starts conversations and considers what others say. Aware of own needs Identifies when they require support or help. Sensitivity to other’s needs Listens to peers as well as adults. Can identify when they require support or help. Can start to play in a group more effectively.	Relationships/co-operation Builds constructive and respectful relationships. Is able to share and take turns successfully. Play Alters play depending on interactions and ideas from others. Attachments Spends time with their chosen friendship group as well as other groups. Aware of own needs Starts to find solutions to issues and problems they have. Sensitivity to other’s needs Shows sensitivity when dealing with peers. Starts to accept that we need to be polite to everyone, even if we disagree with them. Increasingly able to share, take turns and respond positively to other children.	Relationships/co-operation <i>Takes steps to resolve conflicts with other children, e.g., finding a compromise.</i> Play <i>Tries to include others in their play who may be reluctant to participate.</i> Attachments <i>Expresses their gratitude and congratulates others for their kindness, e.g., when they help, support you.</i> Aware of own needs <i>Starts to control their emotions in order to not affect their friends.</i> Sensitivity to other’s needs <i>Starts to identify how best to respond to another individual when that individual is expressing emotion.</i> Starts to understand the needs of other children and their own feelings.	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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