

• PSED: Reception

Development Matters Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- 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 – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

Early Learning Goals

Self-Regulation

- 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

- 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

- 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

Sequence of learning:		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Personal, Social & Emotional Development (Managing Self)	Personal, Social & Emotional Development (Managing Self)	Personal, Social & Emotional Development (Managing Self)
- I can manage own self-care needs ... I can zip my coat up, do my buttons, put my coat on and put my shoes on. - I am developing confidence to try new activities and show independence. I access all types of enhancements (indoors & outdoors) - I know and I'm beginning to talk about the different factors that support my overall health and wellbeing: - Tooth brushing – importance and how ... clean, decay - Talk about importance of daily exercise and healthy eating ... exercise, healthy / unhealthy, heartbeat, fitness	- I can manage own self-care needs - I know and can talk about the different factors that support my overall health and wellbeing: - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	- I am confident to try new activities and show independence, resilience and perseverance in the face of challenge - I can explain the reasons for rules, know right from wrong and try to behave accordingly - I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Personal, Social & Emotional Development (Self-Regulation)	Personal, Social & Emotional Development (Self-Regulation)	Personal, Social & Emotional Development (Self-Regulation)
- I can talk with others to solve conflicts. - I can help to find solutions to conflicts and rivalries. I can do this during role play and discussions. - I am beginning to express feelings and consider the feelings of others - I can identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited - I can link book character's emotion to own experiences ... expression, mood, feeling/emotion - I am beginning to set own goals and show resilience and perseverance in the face of challenge - I am beginning to identify and moderate my own feelings socially and emotionally	- I can express feelings and consider the feelings of others - I can set my own goals and show resilience and perseverance in the face of challenge - I can identify and moderate my own feelings socially and emotionally - I can think about the perspectives of others	- I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly - I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate - I can 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

Personal, Social & Emotional Development (Building Relationships)	Personal, Social & Emotional Development (Building Relationships)	Personal, Social & Emotional Development (Building Relationships)
• I am beginning to see myself as a valuable individual • I can describe myself, positively ... proud, special, love (use books: 'Happy in Our Skin' & 'My Hair') • I am beginning to build constructive and respectful relationships • I am using social language to develop friendships	• I see myself as a valuable individual • I can build constructive and respectful relationships	• I can work and play cooperatively and take turns with others • I can form positive attachments to adults and friendships with peers • I can show sensitivity to my own and to others' needs.

Key vocabulary:

Uncle	Auntie	Cousin
Love	Speaking	Confident
Aware	Confused	Shy
Excited	Worried	Positive/Negative