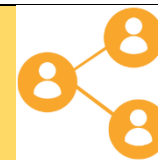


PSED – Self-Regulation

ELG - 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.



Development matters statements

- See themselves as a valuable individual (DM R)
- Express their feelings and consider the feelings of others. (DM R)
- Identify and moderate their own feelings socially and emotionally. (DM R)

Birth to 5 - Band 6 (Reception – Understanding Emotions)

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met

Birth to 5 - Band 6 (Reception – Listening and Attention)

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

	Understanding of own feelings	Understanding the feelings of others	Regulating behaviour accordingly
Baseline	<p>Can talk with others to solve conflicts. (DM 3-4)</p> <p>Can talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (DM 3-4)</p> <p>Understands gradually how others might be feeling. (DM 3-4)</p> <ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt (Bto5 – Band 5) • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares (Bto5 – Band 5) • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants (Bto5 – Band 5) • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (Bto5 – Band 5) <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (Bto5 – Band 5)</p>		
Autumn	<ul style="list-style-type: none"> • Identifies and names some common feelings in themselves, e.g. happy, upset, cross. Can identify how they are feeling on the zone of regulation board. • Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset. • Explain to an adult what has happened when they are upset. 	<ul style="list-style-type: none"> • Identifies and names some common feelings in others, e.g. happy, upset, cross, lonely, worried. • To begin showing awareness of what feelings look like in others. 	<ul style="list-style-type: none"> • To know that familiar adults can help to regulate feelings. (Example- When sad accept support from a familiar adult.) • To be aware of and begin to use some strategies to regulate their behaviour. • "Bounces back" quicker after upsets and with more independence.

	<ul style="list-style-type: none"> To begin to know and understand the feelings: frustrated, jealous, scared, worried, excited. 		
Spring	<ul style="list-style-type: none"> Can identify and verbalise a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Can link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. To know, understand and identify their own feelings of frustrated, jealous, scared, worried, excited. Can show pride in achievements by showing work to others. 	<ul style="list-style-type: none"> To show awareness of what feelings look like in others. To show sensitivity to others' feelings, considering the feelings of others (Example- soothing someone who is crying.) To recognise the impact of their choices and behaviours/actions on others and knows that some actions Can show concern for others and show awareness of how their actions and words may impact on others, hurting others' feelings. 	<ul style="list-style-type: none"> To know that adults and other familiar peers can help to regulate feelings. (Example- When sad accept support from a familiar adult or peer.) To begin using a range of strategies to help regulate their behaviour such as 'take 5' breathing exercises. Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"
Summer	<ul style="list-style-type: none"> Know, identify and understand the different feelings (happy, sad, angry, jealous, worried, frustrated, scared, excited, tired, hungry) -Know that everyone has feelings and that all feelings are okay. Know that gestures and facial expressions show different feelings. (Example- when you are happy you are smiling. Know that some feelings look different in our face and our bodies. 	<ul style="list-style-type: none"> Can say how others are feeling based on their gestures, expressions and actions (E.g.- when you are happy you are smiling) Understand that others act differently based on their feelings. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Attempts to think about the perspectives of others and their feelings, offering empathy and comfort. 	<ul style="list-style-type: none"> To begin to understand the warning signs of different feelings. Know when to seek help from an adult to support with feelings. To know and use some strategies to manage their feelings beginning to use these to regulate their behaviour based on their feelings. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.

ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

	Set and work towards simple goals.	Wait for what they want.
Baseline	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. (DM 3-4) Develop their sense of responsibility and membership of a community. (DM 3-4) <i>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</i> <ul style="list-style-type: none"> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (Bto5 – Band 5) 	

Autumn	<ul style="list-style-type: none"> • Sees themselves as a valuable individual • With encouragement can keep trying when they can't do something first time, thinking of other ways of doing things if something hasn't worked. • To begin to understand there are steps to achieve goals. • With guidance from adults, begin to set their own simple goals. • With guidance from adults, follow steps to achieve goals. • Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this. 	<ul style="list-style-type: none"> • To know that sometimes you must wait. • To understand and use some strategies to support waiting. (Waiting for a snack to be given out, waiting to share an idea in a whole class situation.) • Understands there are rules in the classroom to follow and expectations for behaviour.
Spring	<ul style="list-style-type: none"> • To begin to set own simple goals. • To begin to show awareness of steps needed to achieve goals. • Take pride in themselves, work, and achievements. • Growing sense of intent in activity, working towards the simple goals in mind with growing persistence. 	<ul style="list-style-type: none"> • Can control their impulses when waiting for their turn with increased patience. • Take turns with a little support from an adult or with the systems in place, e.g. sand timers. • Begin to know and use some strategies to manage their feelings when waiting and use these to regulate their behaviour.
Summer	<ul style="list-style-type: none"> • To be able to create own goals and challenges for themselves. • To know steps to achieve their own goals. • Reviews their work and suggests how this could be approached differently. • Are confident to speak in a familiar group, will talk about their ideas/ simple goals. • Will choose the resources they need for their chosen activities and demonstrates persistence towards achieving their intended goals. • Demonstrates resilience looking for their own way to move forward or overcome an issue. Are willing to take a risk, and understands this is part of learning. 	<ul style="list-style-type: none"> • To be able to wait their turn in whole class situations and control immediate impulses (e.g. - not calling out, staying in their space in line.) with increased patience. • To know and use some strategies to manage their feelings when waiting and use these to regulate their behaviour.

ELG: 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.

	Focused attention	Responding appropriately	Following instructions
Baseline	Can the child settle to some activities for a while? (DM 3-4 observational checkpoint) Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". (DM 3-4 Communication and language) <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them (Bto5 – Band 5) • Listens to familiar stories with increasing attention and recall (Bto5 – Band 5) 		

	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (Bto5 – Band 5) • Focusing attention – can still listen or do, but can change their own focus of attention (Bto5 – Band 5) • Is able to follow directions (if not intently focused) (Bto5 – Band 5) 		
Autumn	<ul style="list-style-type: none"> • To begin to know that you can learn new things by listening and paying attention. • To show focused attention, including both visual and auditory, whilst the teacher is speaking for a short time. (With an increase in duration throughout the term.) • Can focus and refocus their attention by themselves. E.g. child can be playing a game will stop when adult speaks, give their full attention to the adult, and then will continue with their game. 	<ul style="list-style-type: none"> • To know what a response is. • To show appropriate responses when spoken to, within a small group activity. • To know what good manners looks like and show an understanding of why it is important to use them. • Beginning to respond appropriately when asked e.g., 'chime = freeze & show me 5' (whole school rule) 	<ul style="list-style-type: none"> • Can follows instructions without visual clues. • Can follow 1 step instructions e.g., put bookbag in drawer.
Spring	<ul style="list-style-type: none"> • To know that you can learn new things by listening and paying attention. • To show focused attention whilst the teacher is speaking. (With an increase in duration throughout the term.) 	<ul style="list-style-type: none"> • To know different appropriate responses for different scenarios. • To use good manners and understand why it is important. 	<ul style="list-style-type: none"> • Can follow instructions or a question with 2 parts in familiar situations.
Summer	<ul style="list-style-type: none"> • To show focused attention when a teacher is speaking through body language, ignoring distractions and maintain their attention for a reasonable length of time. • To know why is important to give focused attention. 	<ul style="list-style-type: none"> -To show appropriate responses when spoken to even when engaged in an activity. (E.G- nod of head, verbal agreement etc.) 	<ul style="list-style-type: none"> • Can follow instructions involving several ideas or actions potentially containing sequencing words such as first...after...last, and more abstract concepts – long, short, tall, hard soft, rough.