



Personal, Social & Emotional development Early Years		Long-Term Plan		St Paul's Catholic Primary
	TERM 1	TERM 2	TERM 3	
Pre school 2- 3 years <i>Building Relationships</i>	<p>I play happily near other children but not usually with them.</p> <p>I show affection towards people who are special to me.</p>	<p>I use an adult as a secure base from which I explore new environments.</p> <p>I can play with other children with the support of my key person.</p>	<p>I watch other children at play with interest, occasionally joining in for a few minutes.</p> <p>I feel confident when taken out and around the local neighbourhood and enjoy exploring new places with my key person.</p>	
Pre school 2- 3 years <i>Self-Regulation</i>	<p>I am reassured by a familiar adult when I am tired or frightened.</p> <p>I am affectionate with adults who are special to me.</p>	<p>I show a broad range of emotions from excitement to anger.</p> <p>When I am frustrated, I can usually be distracted by a familiar adult.</p> <p>I look to and am reassured by a familiar adult in new situations.</p>	<p>I take part in an adult-directed task for a short period one-to-one even if this is not a favoured activity.</p> <p>I show pride when I achieve things for myself.</p>	
Pre school 2- 3 years <i>Managing Self</i>	<p>I can take my own shoes, socks and shorts or pants off. I can feed myself competently with a spoon.</p>	<p>I can lift a cup with both hands, drinking without spilling.</p> <p>I can recognise myself when I look in the mirror.</p>	<p>I am aware of when my pants are wet and will tell an adult</p> <p>I know what a toilet/potty is used for.</p>	
Pre school 3-4 years <i>Building Relationships</i>	<p>When it is on my own terms, I engage in simple pretend-play and talk to others as I play.</p> <p>I join in play with other children and initiate play with others.</p>	<p>I actively seek out other children to play with and form friendships with other children.</p> <p>I keep play going by responding to what others say or do.</p>	<p>I understand how to take turns as well as how to share.</p> <p>I can show care and concern for younger children and my friends if they are upset.</p> <p>I initiate conversations with others and take account of what they say.</p>	

<p>Pre school 3-4 years Self- Regulation</p>	<p>I can wait my turn, when an adult is there to remind me, when I want to play on equipment e.g. going down the slide.</p> <p>I can choose what I want to do and find resources I need when playing.</p>	<p>I can take turns when I play simple games in a small group with an adult e.g. snap or a game of skittles.</p> <p>I can tolerate delay when my needs are not immediately met.</p> <p>I can tell you how I am feeling</p> <p>.I find solutions to conflicts by seeking an adult.</p>	<p>I enjoy the company of other children. I use words to negotiate rather than actions.</p> <p>I understand that my actions affect others.</p> <p>I am willing to participate in a wide range of activities.</p> <p>I usually adapt my behaviour to changes in routine or different social situations.</p> <p>I talk with others to solve conflicts.</p>
<p>Pre school 3-4 years Managing Self</p>	<p>I select activities and resources with help from an adult.</p> <p>I can eat using a spoon and fork.</p> <p>I can tell you when I need the toilet.</p> <p>I tell an adult when I am hungry or tired.</p> <p>I like to be praised by adults and taking responsibility for carrying out small tasks.</p>	<p>I can pull my pants down and up and go to the toilet myself.</p> <p>I can wash my own hands.</p> <p>I can drink from a cup, holding it in only one hand.</p> <p>I know the importance of keeping my teeth clean.</p>	<p>I am confident in asking adults for help.</p> <p>I am usually clean and dry during the day.</p> <p>I can wash and dry my own hands.</p> <p>I know which foods can help me to be healthier.</p>
<p>Reception 4-5 years Building Relationships</p>	<p>I show sympathy towards other children who are in distress.</p> <p>I have friends that I have chosen for myself.</p> <p>I initiate conversations with familiar adults and children.</p> <p>I explain my own understanding to others and ask appropriate questions of others.</p>	<p>I work out how people feel, what has happened or what is wrong when 'reading' non-verbal communication or when looking at non-verbal and situational clues in pictures.</p> <p>I play cooperatively most of the time, establishing and sticking to agreed rules for fair play.</p> <p>I am gentle and protective towards younger children and enjoy showing them how things are done.</p>	<p>I can talk about the feelings of others and sympathise with them in some situations.</p> <p>I understand when someone has done something unkind and suggest ways to resolve the conflict.</p> <p>I am prepared for my transition into my next class and look forward to building a relationship with my new teacher.</p>

<p>Reception 4-5 years Self- Regulation</p>	<p>I take pleasure in winning games. I can transition to a new environment or activity.</p> <p>I can regulate my feelings by drawing on a range of strategies I know, to calm down after an upsetting event, e.g. seeking an adult or distracting myself by going to play in my favourite area.</p>	<p>I am generally sensible, controlled and independent in my behaviour but this is still variable depending on the situation.</p> <p>I follow tidy up routines and have a strong sense of time in relation to the daily routine.</p>	<p>I can calm myself down when something upsetting happens to me.</p> <p>I understand that sometimes I have to put others' needs before my own.</p> <p>I understand that I do not always get a turn in whole class activities and can regulate my feelings in these situations.</p>
<p>Reception 4-5 years Managing Self</p>	<p>I choose the necessary equipment I need to complete a task.</p> <p>I can undress and dress myself independently, except for laces, ties and back buttons.</p> <p>I can eat using a fork and knife. I can use a knife to spread e.g. spreading butter on bread.</p>	<p>I describe what I am going to do before I do it e.g. giving a description of a model and what it will be like before I build it.</p> <p>I can pour my own drink without spilling and prepare a simple snack.</p> <p>I can fold my clothes.</p>	<p>I can do up my own buttons and zips when dressing.</p> <p>I can attempt to do challenging self care tasks e.g. trying to tie my own laces before asking for adult support.</p>

ELG:

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.