



Personal, Social & Emotional development Early Years		Long-Term Plan		St Paul's Catholic Primary
	TERM 1	TERM 2	TERM 3	
<b>Pre school 2- 3 years Building Relationships</b>	<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>	
<b>Pre school 2- 3 years Self- Regulation</b>	<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>	
<b>Pre school 2- 3 years Managing Self</b>	<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>	
<b>Key Vocabulary</b>	<p>please, thank you, family, grown up, play, help, wait, share</p>	<p>feeling: happy, sad, excited, angry, recognise, myself, lift, spill, classroom/outdoor area/environment.</p>	<p>pants, wet, adult, toilet, potty, wipe, clean, dry,pride, proud, neighbourhood, environment, exploring, safe.</p>	

<p><b>Pre school 3-4 years Building Relationships</b></p>	<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><b>Pre school 3-4 years Self- Regulation</b></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><b>Pre school 3-4 years Managing Self</b></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><b>Key Vocabulary</b></p>	<p>As LL plus: Please may I, can I please, friends, teacher, adult, respect, look after, tidy, take turns, school community, good choices, bad choices, classroom rules, choose</p>	<p>As LL plus: feelings: LL plus worried, friendship, take turns, play, manners, rules, kind, caring, adult, disagree/argue, ideas, pants, toilet and language around self care when toileting, wash, teeth, clean, toothbrush etc.</p>	<p>As LL plus: foods, healthy, healthier, wash, clean, help, problem, solve, routine, different/same, company, conversation, care, concern, upset, take turns, share.</p>

<p><b>Reception 4-5 years Building Relationships</b></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><b>Reception 4-5 years Self- Regulation</b></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><b>Reception 4-5 years Managing Self</b></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>
<p><b>Key Vocabulary</b></p>	<p>As LL and Nursery plus: family traditions, family members, likes, dislikes, culture, me, I, myself, my, my turn, your turn, sharing, turn taking, class rules, hygiene, clean, safety, germs, healthy, kind, considerate, good friends, caring, helpful, healthy eating, fruit and vegetable names, digestion, behaviour, class rules, feelings</p>	<p>As LL and Nursery plus: cooperatively, fair play, rules, gentle, kind, protective, sensible, independent, routines, tidy up, sense of time language e.g. before snack, after lunch, describe, description, pour, spill, spilling, snack, fold.</p>	<p>As LL and Nursery plus: buttons, zips, dressing, self care, laces, needs, turn, calm, upsetting, unkind, conflict, resolve.</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.