

Personal, social and emotional development

Highlighted vocabulary from LEAP

highlighted vocabulary from NC

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

- ☼ 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.

Understanding the world: the world

<p>The ZONES of Regulation™</p> <p>BLUE ZONE: Sad, Sick, Tired, Bored, Missing Somebody</p> <p>GREEN ZONE: Happy, Calm, Feeling Okay, Focused, Relaxed</p> <p>YELLOW ZONE: Tired, Worried, Silly/Wildly, Excited, Loss of Some Control</p> <p>RED ZONE: Mad/Angry, Terrible, Uncomfortable, Overwhelmed, Out of Control</p>	<p>Self-regulation Zones of regulation Calming activities: breathing, calming music, dough disco, pass the smile... Teach children to wait until the practitioner has finished their interaction. Stop sign and tambourine. Use of warning and countdowns before stopping play and moving onto the next thing.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> ☼ Zones of regulation ☼ Blue zone ☼ Green zone ☼ Yellow zone ☼ Red zone ☼ Sad ☼ Sick ☼ Tired ☼ Bored ☼ Happy ☼ Calm ☼ Focused ☼ Relaxed ☼ Level 5 engaged ☼ Frustrated ☼ Worried ☼ Silly ☼ Excited ☼ Mad ☼ Angry ☼ Terrified ☼ Deep breathing ☼ Exercise ☼ Private ☼ Safe ☼ Help ☼ Teeth cavity ☼ Brush decay
	<p>Managing self Risky play Whole school rules and EYFS class mascot Personal safety: toilet time and body parts Online safety Develop independence throughout the day: dressing for outdoor play, brushing their teeth at school, putting their own belongings away in the morning, selecting the resources they need, self-service snack and the use of the toilet in the classroom whenever they need to.</p>	
	<p>Building relationships Open ended resources Turn taking mats Uninterrupted play time</p>	

Topics	Books
Self-regulation	Colour monster Come on daisy (listening to grown-ups) I have big feelings Simon sock Feelings non-fiction
Managing self	Pantosaurus and the power of pants Starting school non-fiction Starting nursery non-fiction Spot goes to nursery Harry and the bucketful of dinosaurs go to school Smartest giant in town (helping others) Owl babies (attachment)
Building relationships	Friends The squirrels who squabbled Our class is a family Sharing a shell Lost and found (friendships)

Word Aware			
Topic: All About Me - emotions			
	Anchor Words	Goldilocks words	Step on Words
Nouns			
Verbs			
Adjectives	Happy Cross Sad	Astonished Worried Excited Surprised Embarrassed Confused Nervous	Perplexed Crazed Bemused

LEAP						
Climb	laugh	little	blue	cheese	fight	carrot
Crawl	body	big	yellow	potatoes	lemon	banana
Dance	ankle	kick	red	toothpaste	apple	sandwich
Walk	clothes	toys	green	tomato	orange	chair
Sing	jump		bread	bite	biscuit	table

Progression

F1 autumn

Can express when they're feeling angry or sad by crying/sulking
Can express when they're feeling happy or excited by smiling/laughing
Begins to ask an adult for help
Knows where things are inside and outside
Begins to dress/undress by taking off their shoes and putting the hood from their coat onto their head
Knows some rules and beginning to follow them
Can use the toilet independently and wash their hands
Knows where the snack area and can eat /drink with reminders
Plays alongside others

F2 autumn

Can say when they're feeling angry, sad, happy or excited and takes less time to regulate
Can ask for help and say why they need it
Knows and plays inside and outside and can stay focussed in an activity for longer periods of time
Knows some rules and follows them
Can put on and take off their coat and wellies
Can zip up their coat with support
Can put on their waterproofs with less support
Can use the toilet independently and wash their hands
Can help themselves to a drink and snack when they're hungry/thirsty
Knows that the internet can tell us information and that we need adults to help us to use it to keep us safe

F1 spring

Can say when they're feeling angry, sad, happy or excited
Can ask for help
Knows and plays with different resources inside and outside
Can put their arms into their coat, take their shoes on and off
Knows some rules and follows them
Can use the toilet independently and wash their hands
Needs less reminders to eat/drink
Begins to notice what others are doing/playing
Knows that the internet can tell us information

F2 spring

Can say how they're feeling and know some strategies that can help them to regulate (breathing, going for a walk)
Can ask for help and say why they need it
Knows how to solve some problems independently (getting more paper, waiting for a resource)
Knows and plays inside and outside and can stay focussed in an activity for longer periods of time
Knows the school rules, group time rules and follows them most of the time
Can put on and take off their coat and wellies
Can zip up their coat with less support
Can put on their waterproofs with less support
Can use the toilet independently and wash their hands
Can help themselves to a drink and snack when they're hungry/thirsty
Knows that the internet can tell us information and that we need adults to help us to use it to keep us safe
Knows that technology such as mobile phones, must have passwords to keep children safe

F1 summer

Can say when they're feeling angry, sad, happy or excited and takes less time to regulate
Can ask for help and say why they need it
Knows and plays inside and outside and can stay focussed in an activity for at least 5 minutes
Knows some rules and follows them
Can put on and take off their coat and wellies
Begins to put on their waterproof outfits
Can use the toilet independently and wash their hands
Needs less reminders to eat/drink
Plays with others who are interested in the same things
Knows that the internet can tell us information and that we need adults to help us to use it to keep us safe

F2 summer

Can say how they're feeling and know some strategies that can help them to regulate (breathing, going for a walk)
Can ask for help and say why they need it
Knows how to solve more problems independently (getting more paper, waiting for a resource)
Knows and plays inside and outside and can stay focussed in an activity for longer periods of time
Knows and follows the school and group time rules, and understands why we have rules (to keep us safe, to ensure that we listen to everyone)
Can put on and take off their coat and wellies
Can zip up their coat independently
Can put on their waterproofs independently
Can use the toilet independently and wash their hands
Can help themselves to a drink and snack when they're hungry/thirsty
Knows that the internet can tell us information and that we need adults to help us to use it to keep us safe
Knows that technology such as mobile phones, must have passwords to keep children safe
Knows that they must tell an adult if they see something online that they shouldn't