

Otterham C P School

EYFS Personal, Social and Emotional Long Term Plan

	Links to ks1 curriculum	ELG	Minimum expectations for reception		
Self-Regulation	Mental Health H11 – H19	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show ability to follow instructions involving several ideas or actions.</p>	<p>Articulates how they feel using age appropriate vocabulary</p> <p>Identifies and moderates their own feelings, socially and emotionally</p> <p>Expresses their feelings and considers those of others</p> <p>Thinks about the perspectives of others</p>	Can talk about the feelings 'jealous', 'worried' and 'frightened'	
				Recognises when they might be 'jealous', 'worried' and 'frightened' and responds appropriately	
			Tells others how they have made them feel	Is able to ask for help for 'uncomfortable' feelings if they need to	
			Beginning to recognise that animals have feelings too	Recognises the feelings of characters in stories	
			Recognises when and how they need to respond to a friend, showing sensitivity when needed		
			Sees themselves as a valuable individual	Children understand how they can improve	Children are able to explain what they are good at and what they need to practise
Managing Self	Living in the wider world L1, L2, L4, L5, L6	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons or rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Shows perseverance and resilience in the face of challenge</p>	Children persevere to reach their intended goal	Children are developing resilience, trying to do something difficult which they want to achieve
				Takes turns in familiar games and group activities without support	Takes turns in games and group activities with some support
				Watches the person who is speaking and knows when it is their turn to speak	Understands that they need to wait their turn and can anticipate when it is their turn during different activities
			Shows confidence during whole class sessions		Shows confidence when playing in a small group and in new social situations
			Thinks about the perspectives of others	Asks others if they need help – 'Would you like me to help you?'	Asks for help – 'Please can you help me do up my coat?'

	Health and Wellbeing H1, H2, H5		<p>Selects and uses activities and resources without help. Knows which resources they need to carry out their intended activity.</p>		
			<p>Tidy up after themselves. Children know that they must put something away before getting something else out. Children work together as a group to keep the classroom tidy</p>		
			<p>Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.</p>		
Building Relationships	Relationships R6 to R9 R14, R15, R19, R20	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Shows sensitivity to their own and other's needs.</p>	<p>Builds constructively and is respectful in relationships</p> <p>Thinks about the perspectives of others</p>	Plays in a group, sharing and extending ideas	Plays with one or more other children, extending and elaborating on play ideas
				Is able to explain the importance of sharing	Offers to share resources – 'Would you like this...?'
				Children are able to determine when a situation requires adult intervention	Resolving conflicts by themselves, where possible, and not retaliating Developing appropriate ways of being assertive
				Has an awareness of stranger danger	Becomes more outgoing to unfamiliar people
Responsibility			Manages their own needs	Children know what belongs to them and stores items sensibly	<p>Puts their cardigan/jumper in a sensible place if they take it off</p> <p>Beginning to name pieces of work that are theirs</p>
				Children are responsible for bringing their reading books and homework back each week	Children are responsible for bringing their book back each week

			Children are responsible for maintaining the indoor and outdoor areas. Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group.
Attention			See Communication and Language Long Term Plan
Hygiene and personal needs			See Physical Development Long Term Plan