

Area of Learning: Personal, Social & Emotional					
Statement: Self Regulation					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Be outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show some confidence in new social situations.</p> <p>Be beginning to use language to express themselves.</p> <p>Be beginning to use appropriate behaviour for different settings.</p> <p>Wait for something.</p> <p>Leave their main carer.</p> <p>Can sit and focus for a short period of time.</p> <p>Follow simple instructions.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Not always need an adult to remind them of a rule.</p> <p>Talk about their feelings and worries using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Identify basic character virtues, e.g. kindness.</p> <p>Follow an instruction.</p> <p>Focus and show attention for extended periods of time.</p>	<p>Help to find solutions to conflict within their play. For example, accepting that not everyone can be Spider-Man in the game, and suggest other ideas.</p> <p>Be sensitive to the needs of others and recognise their feelings.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Follow a two-part instruction.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Learn independently.</p> <p>Follow a more detailed instruction.</p>	<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 when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p> <p>Show an ability to follow instructions involving several ideas or actions.</p>	<p>Continue to develop their understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards their own goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Continue to give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p> <p>Show an increasing ability to follow instructions involving several ideas or actions.</p>

Area of Learning: Personal, Social & Emotional					
Statement: Managing Self					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Play alongside others.</p> <p>Take turns and shares (not consistently).</p> <p>Take part in pretend play (for example, being 'mummy' or 'daddy').</p> <p>Cope with small changes in routine.</p> <p>Be beginning to follow rules.</p> <p>Use toilet independently.</p> <p>Independently put own coat and shoes on.</p>	<p>Settle to some activities for a while.</p> <p>Develop their sense of responsibility and membership of a community. E.g. Give children appropriate tasks to carry out. Suggestion: They can fetch milk cartons or fruit. They can wash up their own plates after their snack.</p> <p>Use the toilet independently including hygiene of washing and drying hands.</p> <p>Independently put on and fasten own coat.</p>	<p>Begin to understand how others might be feeling.</p> <p>Take part in other pretend play with different roles e.g. being The Gruffalo</p> <p>Be sociable and enjoy silly talk.</p> <p>Possibly have a best friend.</p> <p>Sometimes negotiate solutions to conflicts in their play.</p> <p>Use the toilet independently including hygiene of washing and drying hands to understand the importance of germs.</p> <p>Change for PE independently.</p>	<p>Be more able to try new activities.</p> <p>Show independence on a regular basis.</p> <p>Be beginning to show more resilience and perseverance in the face of challenge.</p> <p>Be able to discuss how they can keep themselves healthy.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for 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>Continue to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Continue to explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Confidently manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

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Area of Learning: Personal, Social & Emotional					
Statement: Building Relationships					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Select and use activities and resources, with help when needed.</p> <p>Play with one or more other child, extending and elaborating play ideas.</p> <p>Talk and include others.</p>	<p>Select and use activities and resources independently.</p> <p>Be beginning to work and play cooperatively and take turns with others.</p> <p>Be beginning to show sensitivity to their own and to others' needs.</p>	<p>Be more able to work and play cooperatively and take turns with others.</p> <p>Be becoming more aware of their own and others' needs.</p>	<p>Be sensitive to the needs of others.</p> <p>Enjoy cooperative play and group activities, taking turns more easily.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Develop a sense of social rules.</p> <p>Prefers games of rivalry.</p> <p>Continue to work and play cooperatively and take turns with others.</p> <p>Continue to develop their positive attachments to adults and friendships with peers.</p> <p>Show increasing sensitivity to their own and to others' needs.</p>

