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| PSE managing self  | Caterpillars C:\Users\teacher\AppData\Local\Microsoft\Windows\INetCache\IE\NZQHEH3N\TJ-Openclipart-86-circles-caterpillar-legless-7-11-16-final[1].png | Adult input and strategies  | Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “ be confident to try new activities and show independence, resilience and perseverance in the face of challenge “ | Feel confident to explore and enjoy new things and places when supported by key adult  | Adults encourage and support self esteem Provide new experiences, visits, visitors etc to broaden children’s experiences  | Build strategies to resolve conflict with others Emotions vocabulary Strategies which help them calm when excited or angry or anxious How to cope in new places or meeting new people  | Become more outgoing in new situations  |
| Be proud of things they achieve  | Adults scaffold tasks so children can achieve | Find own solutions to problems and situations using COL  |
| Show own feelings - “I want it” / excited squealing / cry /smile / stamp  | Adults use co-regulation strategies by naming emotions for the child Teach emotions vocab explicitly | Moderate themselves in a turn taking situation / show some self control Children are able to be assertive in expressing their own opinion  |
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|  | Caterpillars  | Adult input and strategies  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “explain the reasons for rules, know right from wrong and try to behave accordingly” | Feel confident to explore and enjoy new things and places when supported by key adult | Adults encourage and support self esteem Adults explicitly model, discuss school rules and consequences Provide new experiences, visits, visitors etc to broaden children’s experiences Adult give time to child - listen respond encourage. Adults use co-regulation strategies by naming emotions for the child  | Confidence in range of social situations Self esteem supportRecall of school rules - discussed Daily turntaking strategies - sand timers etc Communication skills (see CL) | Increasingly follow the rules independently  |
| Respond to key adults using gestures, body language, words etc  | Build an attachment with adults and peers which shows sense of community and belonging  |
| Show own feelings - “I want it” / excited squealing / cry /smile / stamp |
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| Working towards  | Caterpillars  | Adult input and strategies - How are we supporting progress ?  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “ manage own basic hygiene and personal needs including dressing, toileting and importance of healthy choices” | Bathroom; Toileting or cooperate in nappy change  | Adults discuss cleanliness, hygiene, health explicitly. Adults model healthy habits such as handwashing, drinking water etc Discuss germs, healthy etc Scaffolding skills such as handwash coats etc so child can follow step by step. Provision planned to promote health discussion - eg dentist, baby baths road safety , home safety Discussion around tools in school and hazards  | Put on coat / apron / etc Zip coatHandwashUsing cup for drinking Which foods are healthy How to stay safe when walking, playing What is manageable risk? Scissors and tools use in school and at home Cooperating in toileting/ nappy change  | Using bathroom independently including hand washing  |
| Take part in daily snack time tasting fruits and drinking milk or water  | Able to talk about own health and safety - foods / activities etc  |
| Develop independence skills coat, apron, handwash, nose blow etc  | Manage day to day activities with control and some awareness of safety Manage own coat/shoes wellies/ etc  |