|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PSE building relationships  | 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 “ work and play cooperatively and take turns with others” | Be able to play on their own confidently and begin to develop friendships with peers - parallel play | Provide opportunities for independent playSupporting parallel play  Plan turntaking small group games with explicit instruction ‘your turn’ | Use knowledge of facial expressions to recognise that their actions have consequences Recall of school rules Daily turntaking strategies - sand timers etc Talking about fairness Build strategies to resolve conflict with others  | Become engrossed in own play Involve one other child in play and tolerate their requests  |
| Notice differences between themselves and peers  | Talk about same /different and how we look things we like etc Emotions teaching  | Consider others needs and feelings and show this awareness when playing with others  |
| Be able to wait for a turn with adult support and structures in place  | Wait symbol Sand timer Adults model turntaking in play Adults talk through what to do if you fall out  | Moderate themselves in a turn taking situation / show some self control Encourage children to resolve conflicts  |
|  |
|  | Caterpillars  | Adult input and strategies  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “ form positive attachments to adults and friendships with peers” | Play near other children, show interest in what they do and begin to join alongside  | Provide opportunities for independent playSupporting parallel play  Plan turntaking small group games with explicit instruction ‘your turn’ | Confidence in range of social situations Self esteem supportRecall of school rules Daily turntaking strategies - sand timers etc Communication skills (see CL) | Play in a small group of children showing tolerance towards others needs/wants Moderate themselves in turn taking situations  |
| Respond to key adults using gestures, body language, words etc  | Adult give time to child - listen respond encourage.  | Build an attachment with key adult which involves communication skills.  |
| Initiate contact with key adult to share things which are important to them  |
|  |
| Working towards  | Caterpillars  | Adult input and strategies - How are we supporting progress ?  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “ show sensitivity to own and others’ needs” | 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 explicitlyAdults use calming strategies when children need them  | Recall of school rules Sense of self - awareness of own feelings Recognising facial expressions Emotions vocabulary Use knowledge of facial expressions to recognise that their actions have consequences Speaking skills (see CL) development  | Talk about feelings using correct vocab - own or others |
| Begin to name own emotions  | Consider others needs and feelings and show this awareness when playing with others |