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| PSE Self-regulation  | 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 “ show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly” | 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 | Recognising facial expressions Emotions vocabulary Use knowledge of facial expressions to recognise that their actions have consequences Recall of school rules Daily turntaking strategies - sand timers etc Taking about fairness  | Talk about feelings using correct vocab - own or others  |
| Begin to develop friendships with peers - parallel play  | Supporting in play Plan turntaking small group games with explicit instruction ‘your turn’ | 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  | Moderate themselves in a turn taking situation / show some self control  |
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|  | Caterpillars  | Adult input and strategies  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “ set and work towards simple goals, being able to wait for what they want and control their immediate impulses” | Start to show more independence “ me do it” | Adult patience and where needed scaffolding into smaller chunks of learning  | Self-belief “I can do it” Resilience to try again Knowing which resources available Time to explore resources so child knows how to use Self esteem supportRecall of school rules Daily turntaking strategies - sand timers etc  | Child selects from range of resources to achieve a small goal eg I want to make a …Link COLs |
| Show sense of pride in what they achieve  | Praise and commenting specifically on what they child achieves  | Begin to see themselves in terms of strengths and achievements  |
| Be able to wait for a turn with adult support and structures in place  | Wait symbol Sand timer Adults model turntaking  | Moderate themselves in a turn taking situation / show some self control  |
|  |
| Working towards  | Caterpillars  | Adult input and strategies - How are we supporting progress ?  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “ give focussed attention to adults , responding appropriately even when engaged in an activity and show ability to follow instructions involving several actions” | Respond to elements of the nursery routine  | Timetable offers predictable pattern for children to anticipate which all staff use Adults expect /encourage engagement in focussed times Praise for pupils engagement Visual timetables to follow  | Recall of school rules Anticipating daily routine Learn songs for routines Sense of responsibility and belonging to our class Listening skills (see CL) development  | Join in with class routines in a cooperative way (hello, focussed times, snack, story, tidy up etc ) |
| Child shows awareness of adult‘s intervention – face watching, responding to simple instruction accompanied by visuals and gestures  | Adult uses clear language and ensures child’s focus is on them to receive instructions Adult gives clear instructions in context (use Makaton, gesture, visuals) | Child can follow simple linked instructions in school context (may sometimes needs to be accompanied by gestures and visuals)  |
| Child becomes aware of finished / tidy up at end of an activity  | Countdown warning Clear signal eg tidy up song/ tambourine shake etc  | Child understands that it is the end of an activity and follows class rules.  |