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| 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 play  Supporting 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 |
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|  | 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 play  Supporting parallel play  Plan turntaking small group games with explicit instruction ‘your turn’ | Confidence in range of social situations  Self esteem support  Recall 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 |
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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 “ 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 explicitly  Adults 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 |