



## Personal, Social and Emotional

Pre-Nursery Goals	Nursery Goals	Reception Goals (ELG)
<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Explore their feelings within their play.</li> <li>- Start to recognise when others are sad or happy.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Trying to control their impulses.</li> <li>- Wanting to become more independent in tasks.</li> <li>- Begin to be more independent with toileting.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Happily playing alongside others and sometimes seeking to join in.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Starting to identify their feelings and what has caused them to feel this way.</li> <li>- Starting to identify how others may be feeling and why.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Being able to understand and follow simple boundaries.</li> <li>- Being able to follow a daily routine.</li> <li>- Being able to manage their own care needs, with support (toileting, feeding, changing).</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Starting to build relationships with other children.</li> <li>- Starting to play cooperatively with others.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>

**Above are the Pre-Nursery, Nursery and Reception end of year goals. These are what we assess the children on at the end of the academic year. The Reception goals are referred to as The Early Learning Goals and these are the only end of year assessments that are statutory. The goals outlined above are a small snapshot into the development and learning the children will experience.**

**Below we have also outlined a wider progression of skills that we will support the children to achieve during their time in our Early Years Class.**

Pre-Nursery	Autumn	Spring	Summer	Autumn	Spring	Summer
Can identify things that belong to them and belong to others.  Can name people who are close to them.	Starting to take ownership of things that belong to them – ensuring they take their belongings home.	Start to take ownership for their actions – tidying up what they play with, putting things away.	Develop their sense of responsibility and start to understand that they are members of a community.	See the important part that they play in their close community – family and friends.	See the important part that they play in the wider community – school, town.	See themselves as a valuable individual and the place they play in the world.
Play alongside other children, sometimes seeking to join in with their games.	Play with one or more children, extending play ideas.	To seek out certain children to play with.	Begin to build friendships with other children.	To begin to build relationships with other children and adults they are familiar with.	To continue to build relationships with other children and adults they are familiar with.	Build constructive and respectful relationships
Begin to show effort in controlling their behaviour (waiting for a turn, wanting to grab something but not).	Begin to express their wants using words.	Being able to talk, with an adult about why we do or do not act in certain ways.	Find solutions to conflict through talking, with support.  Develop appropriate ways of being assertive.  Understand gradually how others may be feeling.	Become increasingly independent in talking through conflict, with some support from adults.	Using previous experiences to work through conflict and express their wants.	Express their feelings and consider the feelings of others and think about their perspective.

<p>Wanting to do things independently, increasing confidence to try to do things on their own.</p> <p>Becoming more comfortable leaving their primary caregivers</p>	<p>To show confidence in trying new activities, with the support of a safe adult.</p> <p>Leaving their primary caregivers with confidence, knowing that they will return.</p>	<p>Needing less support to try new things as long as they have an adult to go to when things go wrong.</p>	<p>Show confidence in new social situations.</p> <p>Select and use activities and resources with help when needed.</p>	<p>Need less support in choosing their resources and confidence in making their own decisions.</p>	<p>Continuing to build resilience and having a go even when things are hard,</p>	<p>Show resilience and perseverance in the face of challenge.</p>
<p>Explore emotions in their play and through stories.</p>	<p>Begin to express their basic emotions using actions or words.</p>	<p>Continue to express their emotions – using words to tell adults that they are feeling happy or sad.</p>	<p>Talk about their feelings using words like 'sad', 'happy', 'angry' or 'worried'</p>	<p>Express why they are feeling a certain way.</p>	<p>Find other ways to describe how they are feeling and why.</p>	<p>Identify and moderate their own feelings socially and emotionally</p>
<p>Being able to use the toilet, with support from adults.</p>	<p>Becoming more independent in their self-care needs, needing some support from adults.</p>	<p>Only needing minimal support from adults in their self-care needs.</p>	<p>Be increasingly independent in meeting their own care needs.</p>	<p>Needing no support from adults with daily hygiene tasks.</p>	<p>Developing their independence in all self-care tasks.</p>	<p>Manage their own personal hygiene needs independently.</p>
<p>Can identify types of exercise, fruit, vegetables.</p> <p>Can identify self-care routines – bathing, bedtime, brushing teeth.</p>	<p>Begin to learn what is healthy and unhealthy.</p>	<p>Identify healthy foods and unhealthy.</p> <p>Identify why self-care routines are healthy – good sleep equals more energy.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Can talk about things that they do that are healthy.</p>	<p>Beginning to explain why certain things are healthy and unhealthy.</p>	<p>Know and talk about the different factors that support overall health and wellbeing. E.g., exercise, healthy eating, toothbrushing, screen time, sleep,</p>

						being safe outdoors.
Understand 'yes' and 'no' boundaries.	Beginning to understand the rules of the classroom and starting to follow them.	Increasingly follow the rules of the classroom when reminded of them.	Increasingly follow rules and understand why they are important.  Remember rules without needing an adult to remind them.	Can follow rules and respect boundaries, with support from adults.	Independently follow rules and respect boundaries.	Explain the reasons for rules and why we need to follow them. Manage their own behaviour in line with these.