



Skills

	Reception Autumn	Reception Spring	Reception Summer	ELG Checkpoint
Building Relationships	<p>See themselves as a valuable individual.            Build constructive and respectful relationships.            Express their feelings and consider the feelings of others.</p>			
	<ul style="list-style-type: none"> <li>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</li> <li>Take opportunities in class to highlight a child's interests, showing you know them and about them.</li> <li>Make sure children are encouraged to listen to each other as well as the staff.</li> <li>Help and reassure them when they are distressed, upset or confused, and work with them to resolve their emotions.</li> <li>No Outsiders - Ensuring our children are excited about living in a community full of difference and diversity</li> <li>No Outsiders - To make friends with different people</li> <li>Heartsmart units - Get heartsmart, Don't forget to let love in</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</li> <li>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</li> <li>Allow children time in friendship groups as well as other groupings.</li> <li>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>No Outsiders - Ensuring our children are excited about living in a community full of difference and diversity.</li> <li>No Outsiders - To understand that it's okay to like different things</li> <li>Heartsmart units - Too much selfy isn't healthy!, Don't hold on to what's wrong!</li> </ul>	<ul style="list-style-type: none"> <li>Have high expectations for children following instructions, with high levels of support when necessary.</li> <li>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Undertake specific activities that encourage talk about feelings and their opinions.</li> <li>No Outsiders - Ensuring our children are excited about living in a community full of difference and diversity</li> <li>Christopher Winters - To recognise the importance of friendship</li> <li>CW - to recognise that all families are different</li> <li>Heartsmart units - Fake is a mistake, No way through isn't true</li> </ul>	<p>Work and play cooperatively and take turns with others.            Form positive attachments to adults and friendships with peers.            Show sensitivity to their own and to others' needs.</p>
Managing Self	<p>Show resilience and perseverance in the face of challenge.            Manage their own needs. • Personal hygiene            Know and talk about the different factors that support their overall health and wellbeing:            • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>			
	<ul style="list-style-type: none"> <li>Model practices that support good hygiene, such as insisting on washing hands before snack time.</li> <li>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</li> <li>Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</li> <li>No Outsiders - To say what I think</li> <li>NSPCC - I understand that what is in my pants is private.</li> <li>Talk to children about table manners.</li> <li>Heartsmart units - Get heartsmart, Don't forget to let love in</li> </ul>	<ul style="list-style-type: none"> <li>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</li> <li>Understand that if I am hot, I need to take off my coat or jumper and if cold, put on a coat or jumper (wellies if out in puddles and mud, gloves if playing in snow, sun cream if in sunshine etc)</li> <li>Understand the importance of 'healthy play' and not being on screens all the time - discussing and coming up with ideas of healthy play.</li> <li>No Outsiders - To understand that all families are different and to celebrate my family</li> <li>NSPCC - I understand that what is in my pants is private.</li> <li>Heartsmart units - Too much selfy isn't healthy!, Don't hold on to what's wrong!</li> </ul>	<ul style="list-style-type: none"> <li>Talk with children about exercise, healthy eating and the importance of sleep.</li> <li>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li> <li>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly.</li> <li>NSPCC - I understand that what is in my pants is private.</li> <li>Heartsmart units - Fake is a mistake, No way through isn't true</li> </ul>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.            Explain the reasons for rules, know right from wrong and try to behave accordingly.            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

<b>Self-Regulation</b>	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.			
	<ul style="list-style-type: none"> <li>• Offer constructive support and recognition of child's personal achievements.</li> <li>• Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</li> <li>• Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</li> <li>• Give children space to calm down and return to an activity.</li> <li>• Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li> <li>• Heartsmart units - Get heartsmart, Don't forget to let love in</li> </ul>	<ul style="list-style-type: none"> <li>• Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</li> <li>• Help children to set own goals and to achieve them.</li> <li>• Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</li> <li>• Heartsmart units - Too much selfy isn't healthy!, Don't hold on to what's wrong!</li> </ul>	<ul style="list-style-type: none"> <li>• Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li> <li>• Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> <li>• Christopher Winters - To recognise the importance of saying sorry and forgiveness</li> <li>• Heartsmart units - Fake is a mistake, No way through isn't true</li> <li>•</li> </ul>	<p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></p> <p><b>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.</b></p>