

Personal, Social and Emotional Development	Baseline Checkpoint	End of Autumn Checkpoint	End of Spring Checkpoint	End of Summer Checkpoint
Managing Self	<ul style="list-style-type: none"> • Confident to access the environment/resources with minimal support and follows the rules as part of the new routine. • Reliably toilet trained and just needs some reminders to wash hands and help with fastenings. • Aware of my own feelings, and know that some actions and words can hurt others' feelings. • Adapt my behaviour to different events, social situations and changes in routine. • Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<p>I can select and use activities and resources with help. I enjoy the responsibility of carrying out small tasks. I am confident to talk to other children when playing. I can show confidence in asking adults for help. I am outgoing with familiar people and beginning to grow in confidence in new situations. I can go to the toilet and I am clean and dry throughout the day. I can persevere with fastenings on coats and follow instructions to dress and undress. I can wash my hands without reminders.</p>	<p>I am outgoing towards unfamiliar people and more confident in new social situations. I welcome and value praise for what I have done. I willingly participate in a wide range of activities. I am confident to speak to others about own needs, wants, interests and opinions. I can describe myself in positive terms and talk about my abilities. I can see myself as a valuable individual. I can show resilience and perseverance in the face of challenge. I can manage my own needs. I know some ways to keep healthy. I can follow school and class rules and can talk about their importance.</p>	<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>
Self-Regulation	<ul style="list-style-type: none"> • Focus attention in a group situation for a short period of time and can follow a series of instructions. • Talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset. 	<p>I am aware of my own feelings and know that some actions and words can hurt others' feelings. I can accept the needs of others and I can take turns and share resources, sometimes with support from others.</p>	<p>I can usually adapt my behaviour to different events, social situations, and changes in routine. I understand that my own actions affect other people, for example, I might become upset or try to comfort another child</p>	<p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>

	<ul style="list-style-type: none"> • Enjoy carrying out a small task • Will ask for help when needed. 	<p>I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</p> <p>I can focus attention in a whole class group for a teaching session.</p> <p>I am beginning to show good manners (sitting on the carpet, raising hands, please and thank you, waiting turn).</p> <p>I am willing to keep trying if something is difficult or challenging.</p>	<p>when I realise, I have upset them.</p> <p>I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</p> <p>I am aware of the boundaries set and of behavioural expectations in the class.</p> <p>I can express my feelings and consider the feelings of others.</p>	<p>- 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.</p>
<p>Building Relationships</p>	<ul style="list-style-type: none"> • Can play with other children as part of a game or activity, without adult support. • Extend play with others e.g. building up role play and responding to what others are saying/doing. • Can take turns and share sometimes with adult support. • Makes new friends in the class, and talks to adults to share news or as part of an activity. • Talks to others freely about home and community. • Talk with others to solve conflicts 	<p>I can initiate play, offering cues to my friends to join me.</p> <p>I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p> <p>I can identify when another child is upset and respond appropriately.</p>	<p>I start conversations, attend to and take account of what others say.</p> <p>I can take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>I can build constructive and respectful relationships using words to solve conflicts.</p> <p>I can identify how others feel and respond appropriately.</p>	<p>- Work and play cooperatively and take turns with others;</p> <p>- Form positive attachments to adults and friendships with peers;</p> <p>- Show sensitivity to their own and to others' needs.</p>