

Personal, Social and Emotional Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>• Start to separate from my main carer with support and encouragement from a familiar adult.</li> <li>• Express my own preferences and interests.</li> <li>• Demonstrate a sense of self as an individual (e.g. wants to do things independently, says, 'No' to adult).</li> <li>• Explore new toys and environments, but 'check in' regularly with a familiar adult as and when needed</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in a range of activities that interest me.</li> <li>• Explore new toys and environments, but I might 'check in' with familiar adult as and when needed.</li> <li>• Separate from my main carer with support and encouragement from a familiar adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources.</li> <li>• Confident to talk to other children when playing together.</li> <li>• Express my own preferences and interests.</li> <li>• Developing a sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus attention in a group situation for a short period of time and can follow a series of instructions.</li> <li>• Talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.</li> <li>• Enjoy carrying out a small task</li> <li>• Will ask for help when needed.</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>• Begin to manage my emotions.</li> <li>• Begin to talk about my emotions</li> <li>• Respond to a few appropriate boundaries, with encouragement and support.</li> <li>• Seek comfort from familiar adults when needed.</li> <li>• Use the toilet independently but sometimes might need a bit of help.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sense of responsibility and membership of a community.</li> <li>• Use the toilet independently.</li> <li>• Wash my hands independently with some reminders.</li> <li>• Begin to learn that some things are mine, some things are shared and some things belong to other people.</li> <li>• Seek comfort from familiar adults, when needed.</li> <li>• Respond to the feelings and wishes of others.</li> <li>• Responds to a few appropriate boundaries, with encouragement and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Can put my coat on independently but needs help with fastenings.</li> <li>• Begin to talk about the importance of oral health.</li> <li>• Respond to a few appropriate boundaries, with encouragement and support.</li> <li>• Show awareness that some actions can hurt or harm others.</li> <li>• Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to access the environment/resources with minimal support and follows the rules as part of the new routine.</li> <li>• Reliably toilet trained and just needs some reminders to wash hands and help with fastenings..</li> <li>• Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>

			<ul style="list-style-type: none"> <li>• I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do.</li> </ul>	
<p><b>Building Relationships</b></p>	<ul style="list-style-type: none"> <li>• Play alongside others.</li> <li>• Use a familiar adult as a secure base from which to explore independently in new environments.</li> <li>• Play cooperatively with a familiar adult.</li> <li>• Show affection and concern for people who are special to me.</li> <li>• Start to form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people.</li> <li>• Show awareness of others' play and start to join.</li> <li>• Show more confidence in new social situations.</li> <li>• Explore the familiar environment independently.</li> <li>• Will ask for help when needs it from a familiar adult.</li> <li>• Start to form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Play cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> <li>• Interested in others' play and join in often seeking out others to share experiences.</li> <li>• May form a special friendship with another child.</li> <li>• Show affection and concern for people who are special to me.</li> <li>• Start to find solutions to conflicts – sometimes with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Can play with other children as part of a game or activity, without adult support.</li> <li>• Extend play with others e.g. building up role play and responding to what others are saying/doing.</li> <li>• Can take turns and share <b>sometimes</b> with adult support.</li> <li>• Makes new friends in the class, and talks to adults to share news or as part of an activity.</li> <li>• Talks to others freely about home and community.</li> <li>• Talk with others to solve conflicts With support from an adult.</li> </ul>