



0-3	3-4	WTS ELG	ELG	Links to Characteristics of Effective Teaching and Learning:
<ul style="list-style-type: none"> • I can establish my sense of self (PSED) • I watch someone's face as they talk (C&L) • I copy what adults do, taking turns in conversations (C&L) • I gaze at faces, copying facial expressions and movements (C&L) • I can express preferences and decisions and try new things and start establishing autonomy (PSED) • I can find ways to calm myself (PSED) • I can engage with others through gestures, gaze and talk and use it to achieve a goal (PSED) • I can find ways to manage transitions (PSED) • I develop self-assurance (PSED) • I can play with increasing confidence on own and with other children (PSED) • I feel confident when taken out around the local neighbourhood and enjoy exploring new places (PSED) • I feel strong enough to express a range of emotions (PSED) • I begin to show 'effortful control' (PSED) • I can begin to talk about and manage emotions (PSED) • I can develop friendships with other children (PSED) 	<ul style="list-style-type: none"> • I can develop my sense of responsibility and membership of a community (PSED) • I become more outgoing with unfamiliar people (PSED) • I show more confidence in new social situations (PSED) • I play with one or more other children, extending and elaborating play ideas (PSED) • I increasingly follow rules understanding why they are important (PSED) • I can talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSED) • I understand gradually how others might be feeling (PSED) • I talk with others to solve conflicts (PSED) • I develop appropriate ways of being assertive (PSED) • I find solutions to conflicts and rivalries (PSED) • I remember rules without needing an adult to remind me (PSED) • I can pay attention to more than one thing at a time (C&L) • I can express a point of view 	<ul style="list-style-type: none"> • I can build constructive and respectful relationships (PSED) • I see myself as a valuable individual (PSED) • I can express feelings and consider the feelings of others (PSED) • I can identify and moderate own feelings socially and emotionally (PSED) • I can think about the perspectives of others (PSED) • I understand how to listen carefully and why listening is important (C&L) • I use talk to work out problems and organise my thinking and to explain how things work and why they might happen (C&L) • I can develop social phrases (C&L) • I can use new vocabulary in different contexts (C&L) • I can show resilience and perseverance in the face 	<ul style="list-style-type: none"> • I show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (PSED - self-regulation) • I am confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED - managing self) • I can explain the reasons for rules, know right from wrong and try to behave accordingly (PSED- managing self) • I can work and play cooperatively and take turns with others (PSED - building relationships) • I can form positive attachments to adults and friendships with peers (PSED - building relationships) • I can show sensitivity to my own and to others' needs (PSED - building relationships) • I can set and work towards simple goals, being able to wait for what I want and control immediate impulses when appropriate (PSED - self- 	<ul style="list-style-type: none"> • Showing a curiosity about objects, events and people • Finding ways to solve problems • Making links and noticing patterns in their experience • Making predictions • Developing ideas of grouping, sequences cause and effect <p>Key vocabulary: rules, danger, private, healthy, unhealthy, exercise, needs, wants, Happiness, sadness, feeling cross, lonely, scared, worried, kindness, family, community, environment, same, different, health, safety, risk, celebration, festival, teamwork, sharing, success</p>

<ul style="list-style-type: none"> • I can safely explore emotions beyond normal range through play and stories (PSED) • I can talk about feelings in more elaborated ways (PSED) • I can start to say how I'm feeling using words and actions (C&L) • • I can start eating independently and how to use a knife and fork (PD) 	<p>and debate when I disagree with an adult or friend using words as well as actions (C&L)</p> <ul style="list-style-type: none"> • I can start a conversation with an adult or a friend and continue it for many turns (C&L) • I can use talk to organise my play (C&L) • I become increasingly independent in meeting my own care needs (PSED) • I can select and use activities and resources, with help when needed (PSED) • I can start taking part in some group activities which I make up for myself or in teams (PD) 	<p>of a challenge (PSED)</p> <ul style="list-style-type: none"> • I can manage my own personal hygiene needs (PSED) • I further develop skills to manage the school day effectively: lining up and queuing and mealtimes (PD) 	<p>regulation)</p> <ul style="list-style-type: none"> • I can make comments about what I have heard and ask questions to clarify my understanding (C&L-listening, attention and understanding) • I can hold conversation when engaged in back and forth exchanges with teacher and peers (C&L-listening, attention and understanding) • I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduce vocabulary (C&L- speaking) • I can offer explanations for why things might, happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems (C&L-speaking) • I can 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 (PSED) • I can use a range of small tools including scissors, paintbrushes and cutlery (PD) 	
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C&L = Communication and Language

PSED= Personal, Social and Emotional Development

PD= Physical Development

Lit= Literacy

Maths = Maths

EAD = Expressive Arts and Design

UTW = Understanding the World



