

Self Regulation	Managing Self	Building Relationships	Health and Self Care
<p>Develop appropriate ways of being assertive, e.g. It's my turn now. I want the yellow one.</p> <p>Practice skills of negotiation and compromise, e.g. I would like that one please... Can I play with that when you have finished?</p> <p>Show increasing consideration of other people's needs and more impulse control, e.g. giving up a toy to another who wants it.</p> <p>Is more able to recognise the impact of their choices and behaviours / actions on others and knows that some actions and words can hurt others' feelings.</p> <p>Look to a supportive adult for help to solve conflicts with peers.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Increasingly express their emotions through words rather than actions.</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p> <p>May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.</p>	<p>Enjoys a sense of belonging through getting involved in daily tasks.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p> <p>Is sensitive to others' messages of appreciation or criticism.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Show their confidence through taking risks and trying new things or new social situations.</p> <p>Able to express their needs and ask adults for help.</p>	<p>Seek out companionship with adults and other children.</p> <p>Use their experiences of adult behaviours to guide their social relationships and interactions.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop their sense of responsibility and membership of a community, e.g. through helping to tidy up / joining in fully with class routines.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Beginning to develop specific friendships.</p>	<p>Increasing fork and spoon control.</p> <p>Willing to try a range of different textures and tastes and expresses a preference.</p> <p>Beginning to understand healthy choices about food and drink.</p> <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</p> <p>Can wash and can dry hands effectively and understands why this is important.</p> <p>Beginning to understand why we need to clean our teeth.</p> <p>Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can name and identify different parts of the body.</p> <p>Observe and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Beginning to say in simple terms why we need to be active.</p> <p>Dresses but still needs some help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom.</p> <p>Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p>



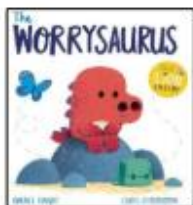
Prompting Questions for deeper thinking

Which words do we use if we would like a turn?	Tell me, why did you choose those resources? Did they work?	Tell me, who do you like playing with? Why?	Tell me, what do we need to do to keep our bodies clean and healthy?
How did that make your friend feel? How do you know?	What did you need help with? Which bit did you find the most difficult?	How do you help others in your class?	Can you tell me some of the ways that we can stay safe, e.g. on roads and online?
How can we sort this out / solve this problem?	What do you do / like that is different to your friends?	Why is it important to be kind to other people?	What do you know about different foods?

Key Vocabulary

take turns, share, help, worried, scared, excited	difference, choice, confident, rule, ask,	behaviour, friendship, problem, turn taking	taste, dislike, clean teeth, hot, sweaty, safe
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Stories that could unlock this learning include:



Five ideas for enhancements

- Make a band with your friends like Nefertiti's band. Share the instruments fairly.
- Look at photos of different families and celebrate differences and similarities. Link to culture, religion and community.
- Make your own happy things tin / box to help when you have a worry (Worrysaurus link)
- Play pirates with your friends. What will be in the water? What will be the ship / the plank etc?
- Make some fairground games to play together e.g. tin can alley, knock the tins down with balls.

CASTLE PARK SCHOOL

Learning For Life