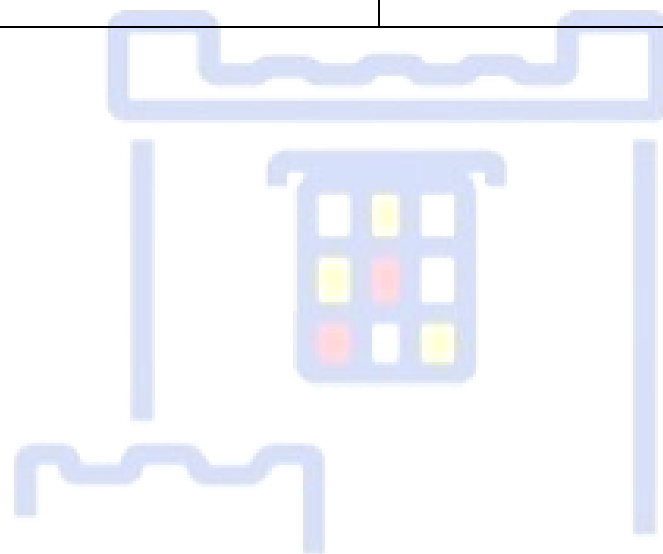


Self Regulation	Managing Self	Building Relationships	Health and Self Care
<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</p> <p>Find ways of managing transitions, for example from their parent to their key person. • Be increasingly able to talk about and manage their emotions but may still act rather than talk during periods of frustration.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "It makes me happy when ...".</p>	<p>Know their own name, their preferences and interests and is becoming aware of their unique abilities.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Show autonomy - through asserting their ideas and making choices and decisions.</p> <p>Experiment with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.</p> <p>Try new things.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Is gradually learning that actions have consequences but not always the consequences the child hopes for.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Engage with others through gestures, gaze and talk.</p> <p>Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see.</p> <p>Show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</p> <p>Enjoy the company of other children and wants to play with them.</p> <p>Choose to play with a child who has a similar interest.</p> <p>Develop friendships with other children.</p>	<p>Feeds self competently.</p> <p>Can hold a cup with two hands and drink well without spilling.</p> <p>Beginning to name body parts.</p> <p>Develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support.</p> <p>Develop increasing understanding of and control of bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</p> <p>Begin to imitate self-care routines in their play, e.g. give the doll a bath, wipe teddy's face, change baby's nappy.</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, wellington boots, unzip coats.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults.</p>
Prompting Questions for deeper thinking			
<p>What happened when you did that?</p> <p>How are you feeling?</p> <p>Why did you do that?</p>	<p>What do you like best? Why?</p> <p>Tell me, how are you the same as / different to your friends?</p> <p>What did you try today that you hadn't done before? What did you think?</p>	<p>How is he / she feeling? How could we make them feel better?</p> <p>Tell me, who do you like spending time with, in Nursery? Why?</p> <p>Which people are important to you? Why?</p>	<p>What do we need to do before we eat our snack? Why?</p> <p>Why do we clean our teeth?</p> <p>How do we keep ourselves safe outside in the Nursery garden?</p>
Key Vocabulary			
sad, happy, angry, cross, hurt, kind	same, different, choose, help, me / myself / I	care, kind, play, share, friend	poo, wee, toilet, wash hands, clean
Five ideas for enhancements			
<ul style="list-style-type: none"> • Make some dinner in the role play to share with some friends. • Share your snack with a new friend today 		<ul style="list-style-type: none"> • Make some ice cream for Ravi and his brothers and sisters to share with the play dough / creative items. • Make a calm jar to help Ravi not to roar like a tiger 	

- Take a photo of your favourite things to do at Nursery for Ros



CASTLE PARK SCHOOL

Learning For Life