

YR Steps through Learning

Personal, Social & Emotional Development



Into Year One, I can be:
- 'Ready, Safe and Kind.'
- a good role model to others



I know how to get my things ready for the activity or next event:

Find the resources I need, fasten my coat, listen in a range of activities, use the toilet, washing and drying hands, snacks and lunch times, organise my belongings



I show concern and care for my school and others:

Sharing, using polite phrases, listening to other child and adults, helping someone who is hurt, attempting to cheer someone up who is sad, saying sorry independently or returning to rebuild a model they knocked over.



I am confident in the things I do and feel and have some strategies to help me manage my feelings.



I know who will keep me safe and help me at Tredington.



I take on a role to help care for my school and others.



I recognise how others are feeling and can talk about how they can get help.



I know why it is important to be: ready, safe, kind.



I can listen in a whole school assembly during our visits to Tredington.



I am learning to manage my behaviour: persevere and have strategies to overcome my feelings.



I share my strengths and start to talk about what I find hard.



I know different ways to keep myself healthy.



I can sort and explain some foods that keep my body healthy.



I make links to themes from stories and non-fiction, such as bravery and difficult choices, and my own experiences.



I remind and help others to be: ready, safe, kind.



I know some of the things that happen to my body when I exercise.



I can solve problems in my play without support.



I talk about my own actions and know some consequences for others in the setting.



I use finer movements to manipulate clothing and am becoming consistent in fastening:
Pull arms out if inside out.
Attempt zips and buttons with some success.
Use cutlery to cut with some success.



I know a way that can help me when I feel a certain way.



I know a series of safe strategies when I don't like something.



I know some similarities and difference between myself and others in different places.



I know how to sequence everyday occurrences (e.g. getting dressed, washing hands, getting ready for snack time/home time)



I know how to find the resources that I need.



I know how to negotiate and show patience in choosing and deciding roles with others.



I can talk about feelings/emotions in stories and events around me.



I attempt zips and buttons with some success and use cutlery with some success.



I can identify some similarities and differences between myself and others.



I know how to follow visual and verbal cues to sequence everyday routines.



I can put my belongings away.



I persevere and find different ways to carry out my own learning.



I know how to listen, share and help others including helping the grown ups in the setting.



I show the younger children what our school rules: ready, safe, kind 'look like'.



I can choose my own learning.



I know some similarities and difference between myself and others in Ruby Class.



I greet my friends and familiar adults when I come into school.



I talk about myself - my home, things I can do now, things I want to do next.



I know how to share toys and equipment with others.



I know a way to feel calm.



I know how I feel at different times and can explain why.



I talk about myself - things. I like/dislike, things I am good at and my family and friends.



I know the different areas within classroom (inside and outside).



I want to share experiences with the children in Ruby Class.



I know how to follow verbal and visual instructions to learn new routines.



I know our three school rules: ready, safe, kind. Know an example of what these look like inside and outside.



I know how to join in with tidying toys and equipment.



I know how to invite others to join play/include others in play.



I try some ideas modelled by an adult, such as: playing positively together, finding alternative toys to solve conflict in play.



I can use some kind choices when I play and work with others.



I try to get my things ready with some success.

e.g to put on coat may need help to fasten - practise using cutlery., change wellies/shoes with velcro, support to put on correct feet, use the toilet, wash and dry my hands etc)



I know how to share toys and equipment with some other children.



I can make some safe choices when I play and work with others.



I can manage my own toileting needs most of the time.



I know how to take turns in a game.



I can show that I can be ready at times during the session, responding to a verbal or visual reminder.

Support children with toilet training in partnership with parents. Most children (not all) are reliably dry during the day by the age of 4. Seek medical advice, if necessary, from a health visitor or GP. (Development matters p.55)



4YR BASELINE



I know some ways to look after:
My family and friends
Children and adults at Nursery
The things around me