



# Reception Long Term Plan : OUR PSED MILESTONES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>All about me!</b>	<b>Celebrations</b>	<b>To Infinity and Beyond!</b>	<b>The Land Before Time</b>	<b>How does your Garden Grow?</b>	<b>All Around the World</b>
<b>Personal, Social and Emotional Development:</b> <ul style="list-style-type: none"> <li>Managing Self</li> <li>Self regulation</li> <li>Building relationships</li> </ul>	<ul style="list-style-type: none"> <li>To talk about their feelings</li> <li>To talk with others to solve conflicts</li> <li>To develop appropriate ways of being assertive</li> <li>To show more confidence in new social situations</li> <li>To increasingly follow rules, understanding why they are important.</li> <li>To be able to see themselves as a valuable individual.</li> <li>To know what to do if they are feeling worried about something.</li> <li>To be able to give focused attention to what their peers and the teachers say.</li> <li>To be increasingly independent in meeting their own care needs</li> <li>To make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<ul style="list-style-type: none"> <li>To know how to be a good friend.</li> <li>To be able to work and play cooperatively and take turns with others</li> <li>To be able to build constructive and respectful relationships.</li> <li>To be able to express their feelings and consider the feelings of others.</li> <li>To think about the perspectives of others</li> <li>To further develop the skills they need to manage the school day successfully</li> <li>To be increasingly independent as they get dressed or undressed.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to show resilience and perseverance in the face of challenge.</li> <li>To be able to identify and moderate their own feelings socially and emotionally.</li> <li>To be able to display confidence to try new activities</li> <li>To be able to manage own basic hygiene and personal needs</li> <li>To be able to talk about what is fair and what is not fair.</li> <li>To make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<ul style="list-style-type: none"> <li>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>To be able to display confidence to try new activities.</li> <li>To be able to explain the reasons for rules and know right from wrong.</li> <li>To be able to manage own behaviour.</li> <li>To know and talk about the different factors that support overall health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG)</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG)</li> <li>To be able to set and work towards simple goals, being able to wait for what they want and control their impulses. (ELG)</li> <li>To be confident to try new activities and be able to explore different ways of doing things. (ELG)</li> <li>To be able to explain the reasons for rules and know right from wrong and try to behave accordingly. (ELG)</li> <li>To work and play cooperatively and take turns with others. (ELG)</li> <li>To be able to show sensitivity to their own and to others' feelings. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</li> <li>To be able to 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. (ELG)</li> <li>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG)</li> <li>To form positive attachments to adults and friendships with peers. (ELG)</li> </ul>
Checkpoints	<ul style="list-style-type: none"> <li>Can sustain concentration on an activity</li> <li>Can identify a wide range of feelings</li> <li>Can focus attention in a whole class setting</li> <li>Is willing to keep trying if something is difficult</li> <li>Makes independent choices and is confident to try new things.</li> <li>Perseveres with fastenings on coat and follows instructions for dressing/undressing.</li> <li>Is aware of the needs of others</li> <li>Interacts with a variety of children</li> <li>Is able to identify when another child is upset and respond appropriately</li> <li>Displays good dental hygiene</li> </ul>		<ul style="list-style-type: none"> <li>Can talk about their feelings and the feelings of others</li> <li>Responds well to more complex instructions in smaller groups</li> <li>Completes tasks/challenges independently</li> <li>Is able to talk about the ways that skills can be improved to demonstrate pride in achievements</li> <li>More confident to tackle new challenges</li> <li>Follows class rules and can talk about their importance.</li> <li>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</li> <li>Uses words to solve conflicts</li> <li>Takes turns in group activities</li> <li>Identifies how others feel and responds appropriately.</li> </ul>		Can children confidently demonstrate the ELG skills?	