Class 1 EYFS Long Term Overview – Self Regulation

**Self-Regulation**

**ELG Children at the expected level of development at the end of reception will:**

**-** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

- 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.

|  |  |
| --- | --- |
| F1  | Reception |
| Building blocks to self-regulation:* Independently explore familiar environment and select own activities
* More confident with unfamiliar adults and social situations
* Ask adults for help when needed
* Parallel play develops into cooperative play
* Able to talk freely with other children and adults
* Understand instructions (less defiance)
* Have sense of responsibility eg know that have to help at tidy up time
* Respond to positive praise
 | **Building blocks to self-regulation:** * Understanding turn taking
* Show resilience
* Understanding the intent of an activity
* Strategies for staying calm
* Be able to see another’s point of view
* Work with other adults and children
* Working in other area
* Valuing the experience not outcome always
* Turn taking, waiting (ongoing)
* Looking after equipment
* Expressing needs
* Able to set own goals
* Conflict resolution
* Follow set boundaries within environment
* Ignore distractions and be able to focus attention on something else
* Be able to cope with a change in routine
* Follow several instructions
 |
| Continuous provision: * Organised environment to promote independence and opportunities to talk
* Environment where children know making mistakes is OK
* Establish routines
* Calm me bottles
* Giving children sense of responsibility (little jobs) front of line monitor/tidy up monitor/outside area
* Social stories
* Visual prompts of expectations
* Provision offers children opportunity to achieve a goal set by themselves or one suggested to them.
* As progress so does demand of provision eg use of a tool
* Talking about feelings (understanding facial expressions- using visual prompt) even as an adult modelling- see Jigsaw curriculum
* Involving children in decision making about resources/ room layout/ based on interests
* When reading stories, talk about how the characters are feeling
 | **Continuous provision:** * Organised environment to promote independence **and** opportunities to talk
* Environment where children know making mistakes is OK
* Zones of regulation/PSHE activities that link to self-regulation .How to cope with certain behaviours.
* Establish routines
* Tough tortoise/ I can’t do it….yet!
* Valuing children’s interest and family culture to develop child seeing themselves as valuable
* Provision moves children from playing alongside to with and offers challenges to solve problems together
* Recognising and name emotions
* Encourage children to work in different groups
* Plan specific activities that encourage talk about feelings and opinions- see Scarf curriculum
* Opportunities for children to reflect and self-evaluate their own work and work of others.
* Reading stories about characters facing challenges and talk about how they are overcome and how character is feeling.
 |
| Role of adult: * Model positive behaviour to others
* Model ways of calming self eg rainbow breathing, yoga breathing
* Modelling compromises and turn taking
* Referring to rules regularly- praising and referring back
 | **Role of adult:** * As nursery
* High expectations of children following the rules
* Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
* Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.
* Give children strategies of staying calm when frustrated
* Support children to set own goals
* Offer constructive support and recognition of child’s personal achievements.
 |