A picture containing whiteboard

Description automatically generatedClass 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. |