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| <p><b>Skill</b><br/><b>Personal, Social and Emotional Development</b></p>  | <p>At Walbrook Nursery our children acquire many skills through the process of developing and moving towards an end goal. We pride ourselves on facilitating their learning through enriching and exciting experiences to ensure that these skills will be embedded to a deep level so that they can be transferred across all academic subjects in years to come.</p> <p>These statements show progress of learning in the seventeen areas of the Early Years curriculum across the period of time the children are within our setting.</p>   |
| <p><b>Self-Regulation</b></p>   | <p>With support, I will begin to join an adult led activity and stay focussed for a short duration (up to five minutes).<br/>I can name and recognise the emotions 'happy' 'sad'.<br/>I can choose an activity and settle for at least five minutes before moving to another. E.g., Rolling the cars.</p> <p></p> <p>I will join an adult led activity and stay focussed for around 5-10 minutes.<br/>I can name and recognise 'happy', 'sad', and 'angry' and may start to give examples of these.<br/>I can choose an activity and stay at it for longer than five minutes.<br/>I am beginning to extend my ideas.</p> <p></p> <p>I understand and recognise others' feelings.<br/>I talk about my feelings using words like 'happy', 'sad', 'angry', or 'worried'.<br/>I can settle at activities of my choice for a longer period and able to extend my own ideas.</p> |
| <p><b>Managing Self</b></p>   | <p>I can follow a simple instruction on how to use basic resources that have been modelled.<br/>I am showing the ability to leave my parents with a little more confidence (some days happy to do so).<br/>I am starting to become familiar with the Fab Five rules.<br/>I am beginning to seek out basic repetitive pretend play e.g., putting the doll to bed or rolling a car.<br/>I like to do things for myself without help but do still require support.</p> <p></p> <p>I understand how to use the different resources and am showing awareness of how to use them safely.<br/>I can leave my adult confidently.<br/>I know and can recite the rules when encouraged.</p>   |

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|                        | <p>I will engage in pretend play and start to make links with others' play.<br/>I am able to do some self-care skills on my own.</p>  <p>I select and use resources with increasing independence.<br/>I may start to ask for more resources that are not always readily available.<br/>I show more confidence in new social situations.<br/>I increasingly follow and remember rules and understands why they are important.<br/>I can take part in pretend play.<br/>With support, I am starting to negotiate and find solutions to conflicts.</p>   |
| Building Relationships | <p>I am showing the ability to leave parents with a little more confidence (some days happy to do so).<br/>I can build a friendship with one child that I may start to seek out more often.<br/>With adult support and guidance, I am starting to share toys and wait for my turn.<br/>I play mostly on my own or copying others but at times I may seek out others to engage in my play.</p>  <p>I can leave my adult confidently.<br/>I am beginning to expand my friendship group to allow others into my play.<br/>With adult support and guidance, I will share toys and wait for my turn.<br/>I am becoming more confident at asking others to engage in my play but will begin to play cooperatively when modelled and scaffolded by the teacher.</p>  <p>I am becoming more outgoing with unfamiliar people in the safe context of nursery setting.<br/>I will play with one or more children, extending play ideas.<br/>I share and takes turns more naturally with others <u>but at times may still need some guidance.</u><br/>I understand 'yours' and 'mine'.<br/>I can balance my play by playing on my own or cooperatively with others.</p> |