

Self-Regulation at Heymann

Nursery	Reception
<p>Building blocks to self-regulation:</p> <ul style="list-style-type: none"> • Sorting out their own milk and straw • Toileting • Understand instructions (less defiance) • Able to tidy up • Exploring the environment by themselves 	<p>Building blocks to self-regulation:</p> <ul style="list-style-type: none"> • Understanding turn taking • Show resilience • Understanding the intents • Strategies for staying calm • 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 • Ignore distractions
<p>Continuous provision:</p> <ul style="list-style-type: none"> • Environment where children know making mistakes is OK • Establish routines • 2B4 me • 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 them selves 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 	<p>Continuous provision:</p> <ul style="list-style-type: none"> • Environment where children know making mistakes is OK • Establish routines • 2B4 me • 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 Jigsaw 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: <ul style="list-style-type: none"> • Model positive behaviour to others • Talking about feelings (in different everyday situations and modelling how to manage these) • 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: <ul style="list-style-type: none"> • 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.
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Assessment Benchmarks

		Nursery baseline	End of Autumn term	End of Spring term	End of Summer term in Nursery Reception baseline	End of Autumn term	End of Spring term	End of Summer term ELG
Self regulation	<ul style="list-style-type: none"> • Expresses own preferences eg no , sand Separates from main carer with support Separates from main carer with encouragement from a familiar adult Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. 	.Expresses an interest with more words Separates from adult without any support Starts to talk about interests within school Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Sometimes needs adult support Growing ability to distract self when upset, e.g. by engaging in a new play activity. Settles to some activities for a while.	* Welcomes and values praise for what they have done. Shows confidence in asking adults for help.	* Enjoys responsibility of carrying out small tasks. Can settle to an activity for a longer period of time	* Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community when asked. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Speaks to others about their own interests when playing * Beginning to be able to negotiate independently and solve problems without aggression, e.g. when someone has taken their toy. Will respond to and enjoy completing a goal set by another. Will persevere to solve a problem with support.	Takes steps to resolve conflicts with other children, e.g. finding a compromise. Speaks to others about what they are good at Show empathy and take responsibility for actions by fetching / telling a teacher. Will persevere to solve a problem with less support.	Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly Have a positive sense of self and show resilience and perseverance in the face of challenge Pay attention to their teacher and follow multi-step instructions.

