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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT:** **SELF-CONFIDENCE AND SELF-AWARENESS** |
| **EXCEEDING**Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about things they do not find easy. They are resourceful in finding support when they need help of information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| That some activities can be improved by changing something | * Give time for children to play without interruption, to complete activities and to return to them later.
* Give children the opportunities to ‘test’ things they have made to see if they work
* Encourage children to talk about the plans they made, and how they might change things if they were to repeat an activity.
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| How to find information and persevere when they find something difficult | * Talk with children about perseverance, acknowledging personal achievements and areas for self-development.
* Model perseverance and asking for help.
* Offer alternatives for where information can be found, e.g. using the internet, looking at a picture, using a map, using a book, etc.
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| **ELG**Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don’t need help. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| That new activities can be exciting and fun | * Provide a wide range of exciting experiences for children to enjoy
* Encourage children to try new things
* Support children in new activities when needed
* Plan experiences and activities linked to children’s interests
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| That they can share their ideas with others | * Provide lots of opportunities to talk in different groups and contexts
* Involve children in sharing their work with others, or talking to an adult about it
* Encourage talk in different areas, such as the book and maths areas by incorporating cosy places to sit, and photos, objects or books linked with different areas
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| How to choose the resources they need | * Provide a wide range of resources, closely matched to the skills children need to develop
* Organise resources in a way that makes them easy to access, and encourage children to help tidy and organise resources
* Model choosing resources for a reason
* Encourage children to make decisions about resources and to talk about why they made those decisions
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| How to get help when they need it | * Talk about who they can ask for help, or where they can find help
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