

Intent What am I learning to do?	Implementation
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Know that I have different emotions. • Know that my actions and words can sometimes affect others. • Behave appropriately within boundaries. • Wait for my turn. • Shift attention from one thing to another. • Follow a 2 part instruction. <ul style="list-style-type: none"> • Talk about my own and others' feelings. • Talk about how my actions can affect others. • Talk about my own and others' behaviour and how this can affect others. • Follow the rules. • Change my behaviour to suit the situation. • Accept changes in routine. • Attend to more than one thing at a time. • Follow instructions involving several ideas. <p>Early Learning Goals:</p> <ul style="list-style-type: none"> • 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. 	<p><u>CP Enabling environments</u></p> <ul style="list-style-type: none"> • All areas of the classroom provide opportunities for sharing and turn taking with the resources provided. • Adults in the classroom model self-regulation, communicate and interact with children to support them with their emotions. For example calming down choice cards used for children who become cross. • During the Autumn term children learn the daily school routine along with behavioural expectations and class routines including boundaries and fairness. • Stories/child experiences used to teach emotions. Emotions board in classroom introduced. • Circle time • 1 decision PSED program. • Puppets • Provide mirrors for children to view facial expressions/emotions. • Access to the sensory room for children who need additional support with self-regulation. • Adults play class and group games based on turn taking. <p><u>Vocabulary</u> Happy, sad, angry, cross, frustrated, tired, sad, disappointed, excited, worried, nervous, anxious, scared, frightened, instructions, feelings, emotions.</p> <p><u>Impact</u> <u>By the end of Foundation Stage I can</u></p> <ul style="list-style-type: none"> • Follow rules and manage my own behaviour. • Express and talk about my emotions. • Follow instructions.