

	Minimum Expectations for nursery (Bunnies)		Minimum expectations for reception (Rabbits)		ELG	Links to ks1 curriculum	
Feelings and Emotions	Can talk about the feelings 'happy' and 'sad'	Can talk about the feelings 'angry', 'scared', 'surprised' and 'excited'	Can talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings		Articulates how they feel using age appropriate vocabulary		
	Recognises when they might be 'happy' or 'sad' and responds appropriately	Recognises when they might be 'angry', 'scared', 'surprised' and 'excited' and responds appropriately	Recognises when they might be 'jealous', 'worried' and 'frightened' and responds appropriately				Identifies and moderates their own feelings, socially and emotionally
		Understands how they can manage 'uncomfortable' feelings appropriately	Is able to ask for help for 'uncomfortable' feelings if they need to	Tells others how they have made them feel	Expresses their feelings and considers those of others		
		Begins to understand how others might be feeling	Recognises the feelings of characters in stories	Beginning to recognise that animals have feelings too			Thinks about the perspectives of others
Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers	Children are able to explain what they are good at and what they need to practise	Children understand how they can improve	Sees themselves as a valuable individual	Self Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 			
Behaviour	Children celebrate accomplishment of goals	Children are developing resilience, trying to do something difficult which they want to achieve		Children persevere to reach their intended goal	Shows perseverance and resilience in the face of challenge	Self Regulation <ul style="list-style-type: none"> 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. Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	
	Takes turns in games and group activities with encouragement and support	Takes turns in games and group activities with some support		Takes turns in familiar games and group activities without support			
	Understands that they need to wait their turn, using props to support them	Understands that they need to wait their turn and can anticipate when it is their turn during circle time		Watches the person who is speaking and knows when it is their turn to speak			
	Developing confidence	Shows confidence when playing with a friend	Shows confidence when playing in a small group and in new social situations		Shows confidence during whole class sessions		
		Asks a friend if they can play	Asks for help - 'Please can you help me do up my coat?'		Asks others if they need help - 'Would you like me to help you?'		Thinks about the perspectives of others
	Selects and uses activities and resources, with help, when needed. Knows that they need some resources e.g. an apron for painting.		Selects and uses activities and resources without help. Knows which resources they need to carry out their intended activity.				
	Prompted to tidy up	Beginning to tidy up after themselves, putting things back where they came from. Children are prompted to sweep, wipe and wash if needed.		Children know that they must put something away before getting something else out. Children independently sweep, wipe and wash where required.			
	Children are beginning to understand right and wrong with adult modelling. Children apologise for any negative behaviour choices.		Children increasingly follow rules independently	Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.			Builds constructive and respectful relationships
Relations	Shows an interest in others	Plays alongside a friend	Plays with one or more other children, extending and elaborating on play ideas		Building Relationships <ul style="list-style-type: none"> Work and play cooperatively 	Link to Jigsaw PSHE	
			Plays in a group, sharing and extending ideas				

	Sometimes shares resources with adults and peers, sometimes requiring support	Shares resources with friends if they are asked for something	Offers to share resources - 'Would you like this...?'	Is able to explain the importance of sharing	Thinks about the perspectives of others	and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs	
	Beginning to resolve conflicts, asking an adult if they need support	Resolving conflicts by themselves, where possible, and not retaliating Developing appropriate ways of being assertive		Children are able to determine when a situation requires adult intervention			
	Children begin communication with people by first saying their name or 'excuse me'. Children do not need to be physical to get attention	Becomes more outgoing to unfamiliar people		Has an awareness of stranger danger			
Responsibility	Recognises their own belongings and knows to store their items on their peg	Puts their cardigan/jumper in a sensible place if they take it off Beginning to name pieces of work that are theirs		Children know what belongs to them and stores items sensibly	Manages their own needs		Link to Jigsaw PSHE
	Children are responsible for bringing their reading book and yellow reading record book back each day	Children are responsible for bringing their reading books and PE kits					
	Children are responsible for maintaining the indoor and outdoor areas. Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group.						
Sense of community	<p>We provide activities and experiences for children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, librarians, community support officers and firemen. As a school community, we would like to provide support to those less fortunate than ourselves, sometimes supporting families within our own school.</p> <p>We plan to reach out to neighbours, extended family and the elderly so that we can share stories, experiences, fun and laughter. We pride ourselves on positive relationships of parents, sharing of next steps. We build on our strong military representation in about 66% of our children.</p>						
Personal Hygiene Needs	See Physical Development Progression					Managing Self • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	