

EYFS Development Matters 2020 Statements and ELGs 'Personal, Social and Emotional Development'

Birth to Three:

Find ways to calm themselves, through being calmed and comforted by their key person.
Establish their sense of self.
Express preferences and decisions. They also try new things and start establishing their autonomy.
Engage with others through gestures, gaze and talk.
Use that engagement to achieve a goal. Find ways of managing transitions
Thrive as they develop self-assurance.
Look back as they crawl or walk away from their key person.
Play with increasing confidence on their own and with other children.
Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
Feel strong enough to express a range of emotions.
Grow in independence,
Begin to show 'effortful control'.
Be increasingly able to talk about and manage their emotions.
Notice and ask questions about differences,
Develop friendships with other children.
Safely explore emotions beyond their normal range through play and stories.
Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
Learn to use the toilet with help, and then independently

Three and Four-Year-Olds:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.
Find solutions to conflicts and rivalries. and suggesting other ideas.
Increasingly follow rules, understanding why they are important.
Remember rules without needing an adult to remind them.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Understand gradually how others might be feeling.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing

Children in Reception:

See themselves as a valuable individual.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Show resilience and perseverance in the face of challenge.
Identify and moderate their own feelings socially and emotionally.
Think about the perspectives of others.
Manage their own needs.
- Personal hygiene
Know and talk about the different factors that support their overall health and wellbeing:
- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Early Learning Goals:

Self-Regulation

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.

Managing Self

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.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

