



Personal, social and emotional development

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| 2PS.01 Remember and carry out two-stage instructions. |
| 2PS.02 Maintain attention on a task, but may become distracted if they think a task is too challenging. |
| 2PS.03 Control their impulses sometimes, including resisting tempting opportunities and planning ahead with support. |
| 2PS.04 Try something different when they have made a mistake or something isn't working, and, if that doesn't work, ask for help spontaneously. |
| 2PS.05 Learn a skill or strategy and reproduce it consistently on future occasions when requested. |
| 2PS.06 Reflect on their activities and experiences, saying why they like some activities more than others, and talking about their achievements and challenges. |
| 2PS.07 Enjoy exploring new activities, both indoors and outdoors. |
| 2PS.08 Form positive relationships with peers and familiar adults, using appropriate language to engage with them, for example, asking questions, and listening and responding to answers, to continue conversations. |
| 2PS.09 Join in group activities, including taking on different roles, paying attention to what others say and responding constructively. |
| 2PS.10 Begin to build strategies for resolving conflicts with others, for example, finding a compromise by sharing. |
| 2PS.11 Maintain some friendships, gaining respect amongst their peers for their ideas and opinions. |
| 2PS.12 Attempt new activities with confidence and begin to approach activities and problem-solving with some independence, sourcing the resources they need for their chosen activities. |
| 2PS.13 Recognize when they need help from those around them after persisting with a problem and attempting to work out a solution for themselves. |
| 2PS.14 Talk confidently to peers and familiar adults, about themselves: their personal ideas and opinions, and their personal and cultural activities and interests. |
| 2PS.15 Talk confidently in a familiar group, sharing ideas freely. |
| 2PS.16 Talk about how they and others show their feelings, and about their own and others' behaviour and its consequences (positive and negative), recognising that some behavior is unacceptable. |
| 2PS.17 Begin to solve problems amicably through negotiation, for example, when someone has taken a toy that they wanted to play with. |
| 2PS.18 Talk about how to make situations fair, for example, each child having a set amount of time playing with a toy. |
| 2PS.19 Adapt to the rules and behavioural expectations for different contexts. |
| 2PS.20 Show an understanding of the need to drink water regularly and have a varied diet, although they may still need encouragement from an adult. |
| 2PS.21 Show some understanding of how physical activity, water, diet, sleep and hygiene help to maintain good health. |
| 2PS.22 Show a positive attitude towards self-care and health, managing their own basic personal and hygiene needs independently, including using the toilet, hand washing and dressing/undressing. |
| 2PS.23 Practise some appropriate safety measures with minimal adult help, for example, putting on sunblock, washing fruit before eating it, moving around a space safely. |
| 2PS.24 Self-regulate their emotions and behaviours in relation to their understanding of right and wrong, for example, not showing distress if they make a mistake or lose at a game. |
| 2PS.25 Settle quickly to an appropriate task and work on it independently. |
| 2PS.26 Show an understanding of their own spirituality as part of development of their own sense of identity within the local community. |