Being Me in my World	• I understand how it feels to belong and that we are similar and different. • I can start to recognise and manage my feelings. • I enjoy working with others to make school a good place to be. • I understand why it is good to be kind and use gentle hands. • I am starting to understand children's rights and this means we should all be allowed to learn and play. • I am learning what being responsible means. • I can begin to independently come into school. • I understand who the trusted adults are in my life and at school. • I can follow instructions given by a familiar adult. • I can help to create class rules and learn to follow them. • I can play alongside and with new friends. • I can talk about staying safe. • I can use the toilet. • I can begin to change for PE with support. • I can collect and eat my lunch at school. • I can wait for things I want and begin to develop some patience.
Celebrating Differences	• I can identify something I am good at and understand everyone is good at different things. • I understand that being different makes us all special. • I know we are all different but the same in some ways. • I can tell you why I think my home is special to me. • I can tell you how to be a kind friend. • I know which words to use to stand up for myself when someone says or does something unkind. • I can share how I am feeling with familiar people. • I can follow instructions and class rules with less needs for reminders. • I can play with a variety of children and resources. • I am beginning to build relationships outside of my class. • I am beginning to try new foods, some of which I may have cooked myself.
Dreams and Goals	• I understand that if I persevere, I can tackle challenges. • I can tell you about a time I didn't give up until I achieved my goal. • I can set a goal and work towards it. • I can use kind words to encourage people. • I understand the link between what I learn now and the job I might like to do when I'm older.

	• I can say how I feel when I achieve a goal and know what it means to feel proud.
	• I can share what I like or don't like and recognise that this may not be the same for everyone.
	• I can recognise some of my own strengths and areas for development.
Healthy Me	• I understand that I need to exercise to keep my body healthy.
	• I understand how moving and resting are good for my body.
	• I know which foods are healthy and not so healthy and can make healthy eating choices.
	• I know how to help myself go to sleep and understand why sleep is good for me.
	• I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.
	• I know what a stranger is and how to stay safe if a stranger approaches me.
	• I understand that people might feel differently about something and I can respect that.
	• I know how to keep my body and mind healthy.
Relationships	• I can identify some of the jobs I do in my family and how I feel like I belong.
	• I know how to make friends to stop myself from feeling lonely.
	• I can think of ways to solve problems and stay friends.
	• I am starting to understand the impact of unkind words.
	• I can use Calm Me time to manage my feelings.
	• I know how to be a good friend and can take turns with others.
	• I can use strategies to resolve conflict with others.
Changing Me	• I can name parts of the body.
	• I can tell you some things I can do and foods I can eat to be healthy.
	• I understand that we all grow from babies to adults.
	• I can express how I feel about moving to Year 1.
	• I can talk about my worries and/or the things I am looking forward to about being in Year 1.
	• I can share my memories of the best bits of this year in Reception both for me and my friends.

Meadgate Primary School Skills
PSED EYFS

	Knowledge Skills and Understanding
EYFS	• Can they interact with touch screen activities on IWB /iPads e.g. mark making, 2Paint, voice recorders? • Can they log on to a school laptop with purpose e.g., to use Bug Club and 2Paint? • Can they log on to a school laptop in groups and use it to complete an activity? • Can they use an iPad to take a photo? • Can they use music software such as 2BEat on IWB to make simple repeating patterns?
Information Technology (Year 1)	• Can they use technology purposefully to create, organise, store, manipulate and retrieve digital content?
Information Technology (Year 2)	• Can they use technology purposefully to create, organise, store, manipulate and retrieve digital content?
Information Technology (Year 3)	• Can they use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? • Can they select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information?
Information Technology (Year 4)	• Can they use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? • Can they select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information?
Information Technology (Year 5)	• Can they use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? • Can they select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information?
Information Technology (Year 6)	• Can they use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? • Can they select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information?

Knowledge Skills and Understanding	
EYFS	• Do they understand the difference between online and the real world? • Can they identify adults in their life who they trust? • Do they know how to ask for help if they have a problem online? • Do they understand about the joys and dangers of using the internet and how to stay safe while having fun online? • Do they understand what to do if they see something online that worries/upsets them?
Digital Literacy (Year 1)	• Can they recognise common uses of information technology beyond school? • Can they use technology safely and respectfully, keeping personal information private? • Can they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies?
Digital Literacy (Year 2)	• Can they recognise common uses of information technology beyond school? • Can they use technology safely and respectfully, keeping personal information private? • Can they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies?
Digital Literacy (Year 3)	• Can they use technology safely, respectfully and responsibly? • Do they recognise acceptable/unacceptable behaviour? • Can they identify a range of ways to report concerns about content and contact?
Digital Literacy (Year 4)	• Can they use technology safely, respectfully and responsibly? • Do they recognise acceptable/unacceptable behaviour? • Can they identify a range of ways to report concerns about content and contact?
Digital Literacy (Year 5)	• Can they use technology safely, respectfully and responsibly? • Do they recognise acceptable/unacceptable behaviour? • Can they identify a range of ways to report concerns about content and contact?
Digital Literacy (Year 6)	• Can they use technology safely, respectfully and responsibly? • Do they recognise acceptable/unacceptable behaviour? • Can they identify a range of ways to report concerns about content and contact?