



Curriculum Overview and Progression for Personal, Social and Emotional Development

Self-Regulation, Managing-Self and Building Relationships

Early Years Curriculum

Key Concepts / Progression of Skills

Prior Learning

Self-Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> <li>I can start to separate from my main carer with support and encouragement from a familiar adult.</li> <li>I can express my own preferences and interests.</li> <li>I can demonstrate a sense of self as an individual (e.g. wants to do things independently, says, 'No' to adult).</li> <li>I can explore new toys and environments, but I 'check in' regularly with a familiar adult as and when I need to.</li> </ul>	<ul style="list-style-type: none"> <li>I can express a growing sense of will and determination, which may result in feelings of anger and frustration, which are difficult to handle (e.g. may have tantrums).</li> <li>I can respond to a few appropriate boundaries, with encouragement and support.</li> <li>I can seek comfort from familiar adults when needed.</li> </ul>	<ul style="list-style-type: none"> <li>I can play alongside others.</li> <li>I can use a familiar adult as a secure base from which to explore independently in new environments (e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious).</li> <li>I can play cooperatively with a familiar adult (e.g. rolling a ball back and forth).</li> <li>I can show affection and concern for people who are special to me.</li> <li>I can start to form a special friendship with another child.</li> </ul> <p><i>Observation checkpoint: Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</i></p>

Nursery

Self-Regulation	Managing Self	Building Relationships
<p><b>During Nursery (Autumn Spring)</b></p> <ul style="list-style-type: none"> <li>I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed.</li> <li>I can separate from my main carer with support and encouragement from a familiar adult.</li> <li>I can join in a range of activities that interest me.</li> <li>I am starting to engage in pretend play with toys.</li> <li>I can express my own preferences and interests.</li> <li>I am confident to talk to other children when playing together.</li> </ul>	<p><b>During Nursery (Autumn Spring)</b></p> <ul style="list-style-type: none"> <li>I can begin to learn that some things are mine, some things are shared and some things belong to other people.</li> <li>I can seek comfort from familiar adults, when needed.</li> <li>I can respond to the feelings and wishes of others.</li> <li>I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</li> </ul>	<p><b>During Nursery (Autumn Spring)</b></p> <ul style="list-style-type: none"> <li>I can play alongside others.</li> <li>I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.</li> <li>I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> <li>I am interested in others' play and start to join in.</li> <li>I seek out others to share experiences.</li> </ul>

## Early Years Curriculum – Personal, Social and Emotional Development

- I can demonstrate a sense of self as an individual, e.g. want to do things independently, say “No” to adult.
- I can select and use resources with support.
- *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.*

### End of Nursery

- I can select and use activities and resources.
- I enjoy the responsibility of carrying out small tasks.
- I am confident to talk to other children when playing and will communicate freely about my own home and community.
- I am more outgoing towards unfamiliar people and more confident in new social situations.
- I can show confidence in asking adults for help.
- I welcome and value praise for what I have done.

- *I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity.*
- *I am aware of others’ feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.*
- *I can respond to a few appropriate boundaries, with encouragement and support.*
- *I can express my own feelings such as sad, happy, cross, scared, worried.*
- *I am aware that some actions can hurt or harm others.*
- *I can try to help or give comfort when others are distressed.*
- *I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn’t do.*
- *Increasingly follow rules, understanding why they are important.*
- *Do not always need an adult to remind them of a rule.*
- *Develop appropriate ways of being assertive.*
- *Talk with others to solve conflicts.*
- *Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.*
- *Begin to understand how others might be feeling.*

### End of Nursery

- I am aware of my own feelings, and know that some actions and words can hurt others’ feelings.
- I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.
- I can usually adapt my behaviour to different events, social situations and changes in routine.

- *I may form a special friendship with another child.*
- *I can show affection and concern for people who are special to me.*
- *Play with one or more other children, extending and elaborating play ideas.*
- *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*

### End of Nursery

- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- I can initiate play, offering cues to peers to join me.
- I can keep play going by responding to what others are saying or doing.
- I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- *Observation checkpoint: Around the age of 4, does the child play alongside others or do they always want to play alone?*
- *Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)*
- *Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?*

Early Years Curriculum – Personal, Social and Emotional Development

Reception

Self-Regulation	Managing Self	Building Relationships
<p><b>(Autumn Spring)</b></p> <ul style="list-style-type: none"> <li>• I am aware of my own feelings, and know that some actions and words can hurt others’ feelings.</li> <li>• I can accept the needs of others and I can take turns and share resources, sometimes with support from others.</li> <li>• I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.</li> <li>• I can usually adapt my behaviour to different events, social situations and changes in routine.</li> <li>• I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.</li> <li>• I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</li> <li>• I am aware of the boundaries set and of behavioural expectations in the class.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul> <p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul>	<p><b>(Autumn Spring)</b></p> <ul style="list-style-type: none"> <li>• I can select and use activities and resources with help.</li> <li>• I enjoy the responsibility of carrying out small tasks.</li> <li>• I am confident to talk to other children when playing, and will communicate freely about my home and community.</li> <li>• I am outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• I can show confidence in asking adults for help.</li> <li>• I welcome and value praise for what I have done.</li> <li>• I willingly participate in a wide range of activities.</li> <li>• I can show enthusiasm and excitement when anticipating and engaging in certain activities</li> <li>• I am confident to speak to others about own needs, wants, interests and opinions.</li> <li>• I am confident in speaking in front of a small group.</li> <li>• I can describe myself in positive terms and talk about my abilities.</li> <li>• See themselves as a valuable individual.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Manage their own needs.</li> </ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>(Autumn Spring)</b></p> <ul style="list-style-type: none"> <li>• I can initiate play, offering cues to my friends to join me.</li> <li>• I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</li> <li>• I start conversations, attend to and take account of what others say.</li> <li>• I can explain my own knowledge and understanding, and ask appropriate questions of others</li> <li>• I can take steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others’ needs.</li> </ul>

