

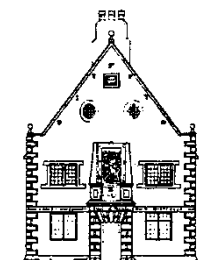
Progression of Knowledge and Skills – Personal, Social and Emotional Development



Progression of Knowledge and Skills for Personal, Social and Emotional Development

Self-Regulation, Managing-Self and Building Relationships

Early Years Curriculum



Nursery (3-4 years)

Progression of Knowledge and Skills – Personal, Social and Emotional Development

Personal, Social and Emotional Development: Managing Self

End of Nursery:

- Aware of my own feelings, and know that some actions and words can hurt others’ feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Usually tolerates delay when my needs are not immediately met and understand that my wishes may not always be met.
- Usually adapts their behaviour to different events, social situations and changes in routine.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (just turned 3y)	<p>Begins to learn that some things are theirs, some things are shared and some things belong to other people. Seeks comfort from familiar adults, when needed. Responds to the feelings and wishes of others. Has 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.) Has a growing ability to distract myself when upset, e.g. by engaging in a new play activity.</p>		<p>Expresses 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). Responds to a few appropriate boundaries, with encouragement and support. Seeks comfort from familiar adults when needed.</p>			
Rising 5s (3y-4y) (Pre-school)			<p>Aware of others’ feelings, (e.g. look concerned if they hear crying or look excited if they hear a familiar happy voice.) Responds to a few appropriate boundaries, with encouragement and support. Expresses my own feelings such as sad, happy, cross, scared, worried. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Inhibits my own actions/behaviours, (e.g. stop myself from doing something I shouldn’t do.) Increasingly follow rules, understanding why they are important. Does not always need an adult to remind them of a rule. Develops appropriate ways of being assertive. Talks with others to solve conflicts. Talks about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Begins to understand how others might be feeling.</p>		<p>Aware of my own feelings, and know that some actions and words can hurt others’ feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Usually tolerates delay when my needs are not immediately met and understand that my wishes may not always be met. Usually adapts their behaviour to different events, social situations and changes in routine.</p>	

Progression of Knowledge and Skills – Personal, Social and Emotional Development

Personal, Social and Emotional Development: Building Relationships

End of Nursery:

- Plays in a group, extending and elaborating play ideas, (e.g. building up a role-play activity with other children.)
- Initiates play, offering cues to peers to join me.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Language of opinion:

I like / I don't like..., it is good/nice/beautiful, it is not nice, 'What do you think?', I think..., I think it will...because..., I think...because..., I think that...,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (just turned 3y) (Nursery)			<p>I can play alongside others. 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). I can play cooperatively with a familiar adult (e.g. rolling a ball back and forth). I can show affection and concern for people who are special to me. I can start to form a special friendship with another child. <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>			
Rising 5s (3y-4y) (Pre-school)			<p>Plays alongside others. Uses 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).</p>	<p>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. Interested in others' play and start to join in. Seeks out others to share experiences. May form a special friendship with another child. Shows affection and concern for people who are special to me. <i>Plays with one or more other children, extending and elaborating play ideas. Helps to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i></p>	<p>Plays in a group, extending and elaborating play ideas, (e.g. building up a role-play activity with other children.) Initiates play, offering cues to peers to join me. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Observation checkpoint: (Around the age of 4) <i>Plays alongside others or do they always want to play alone Takes part in pretend play (for example, being 'mummy' or 'daddy') Takes part in other pretend play with different roles – (e.g. being the Gruffalo) Can the child generally negotiate solutions to conflicts in their play?</i></p>	

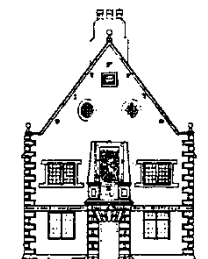
Progression of Knowledge and Skills – Personal, Social and Emotional Development

Personal, Social and Emotional Development: Self-Regulation

End of Nursery:

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (Just turned 3y) (Nursery)	Explores new toys and environments, but they 'check in' regularly with familiar adult as and when needed. Separates from my main carer with support and encouragement from a familiar adult. Joins in with a range of activities that interests them.		Start to separate from my main carer with support and encouragement from a familiar adult. Expresses my own preferences and interests. Demonstrates a sense of self as an individual (<i>e.g. wants to do things independently, says, 'No' to adult</i>). Explores new toys and environments, but will 'check in' regularly with a familiar adult as and when I need to.	Select and use activities and resources. Enjoys the responsibility of carrying out small tasks. Confident to talk to other children when playing and will communicate freely about my own home and community. More outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help. Welcomes and value praise for what I have done.		
Rising 5s (3y-4y) (Pre-school)			Starting to engage in pretend play with toys. Expresses my own preferences and interests. Confident to talk to other children when playing together. Demonstrates a sense of self as an individual, (<i>e.g. want to do things independently, say "No" to adult.</i>) Selects and use resources with support. Selects 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. Develops their sense of responsibility and membership of a community. Becomes more outgoing with unfamiliar people, in the safe context of their setting. Shows more confidence in new social situations.			



Reception (4-5 years)

Progression of Knowledge and Skills – Personal, Social and Emotional Development

Personal, Social and Emotional Development: Managing Self

ELG:

- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Confidence and resilience	Selects and uses activities of interest Confident to talk to other children when playing Communicates about their family home and community Enjoys the responsibility of carrying out small tasks Confident in asking adults for help Welcomes and values praise for achievements		Will participate in a wide range of activities Becoming more confident in new social situations Becoming more outgoing towards unfamiliar people See themselves as a valuable individual Describes themselves and their abilities in positive terms Shows resilience in the face of a difficult challenge Begins to complete tasks for own gratification		ELG: <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • 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. 	
Following rules	Knows and understands what the classroom behaviour expectations are Follows one step instructions directed to them Follows two step instructions that include prepositions Enjoys the classroom reward systems Meets the classroom behaviour expectations with support and guidance		Meets the classroom behaviour expectations independently Recognises how and when they meet the behaviour expectations Understands that rules keep us safe in our environment Makes suggestions for alternative behaviour			
Basic hygiene & needs (independence)	Can put the own coat on and take it off Hangs coat on their peg Can remove their own jumper Puts their jumper in their tray Can go to the toilet independently, washing their hands with soap and water Washes their hands before dinnertime Will try a variety of foods with encouragement Can name and identify a selection of fruits and vegetables		Can get dressed and undressed with support Understands why we wash our hands Takes responsibility for own belongings Able to organise self with minimal reliance on adults Enjoys a variety of foods Knows the importance of eating fruit and vegetables, drinking water and having enough sleep at night Understands and knows how to protect themselves against different weather conditions – clothing, sun cream, drinking water etc.			

Progression of Knowledge and Skills – Personal, Social and Emotional Development

Personal, Social and Emotional Development: Building Relationships

ELG:

- *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*

Language of opinion:

I like / I don't like..., it is good/nice/beautiful, it is not nice, 'What do you think?', I think..., I think it will...because..., I think...because..., I think that...,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Relationships	<p>Initiates play, offering cues to my friends to join me</p> <p>Demonstrates friendly behaviours, initiating conversations</p> <p>Forms good relationships with friends and familiar adults</p>		<p>Explains their own knowledge and understanding and asks appropriate questions</p> <p>Starts conversations and consider what others say</p> <p>Plays in a group, extending and elaborating play ideas e.g. building up a role play activity with other children</p> <p>Takes steps to resolve conflict with other children e.g. find a compromise</p> <p>Thinks about the perspective of others</p>			<p>ELG: <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • <i>Work and play cooperatively and take turns with others</i> • <i>Form positive attachments to adults and friendships with peers</i> • <i>Show sensitivity to their own and to others' needs</i>

Progression of Knowledge and Skills – Personal, Social and Emotional Development

Personal, Social and Emotional Development: Self-Regulation

ELG:

- 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	<p>Separates from main carer in new setting</p> <p>Explores new environment and resources</p> <p>Talks about things that are of immediate interest to them</p> <p>Sits on the carpet next to others during inputs</p> <p>Knows to look and listen when an adult is speaking</p> <p>Follows one step instructions directed to them (name)</p>	<p>Can recognise simple emotions in others</p> <p>Can express their own present emotions</p> <p>Beginning to show empathy towards others and the impact of their own actions</p> <p>Shares resources with support from a familiar adult</p> <p>Raises hand during group/class inputs</p> <p>Follows simple repetitive daily routines</p> <p>Raises hand to speak during carpet sessions/assemblies</p>	<p>Waits their turn when an adult is speaking to someone else in the environment with support</p> <p>Shares resources with others</p> <p>Follows simple repetitive daily routines</p> <p>Engages fully with tidy up times even when in play</p> <p>Beginning to resolve conflicts with others without aggression</p> <p>Can follow multi levelled instructions directed to them (name) and as a group (girls, boys)</p>	<p>Waits their turn when an adult is speaking to someone else in the environment</p> <p>Can reflect on how the felt in a specific situation</p> <p>Can manage a range of emotions in the classroom environment</p> <p>Translates behaviour expectations to different environments and adults</p>	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	

Progression of Knowledge and Skills – Personal, Social and Emotional Development

Personal, Social and Emotional Development: SCARF

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCARF	<p><u>Me and my Relationships</u> All about me 1. All about me 2. What makes me special My Special People 3. Me and my special people 4. Who can help me? My Feelings 5. My feelings 6. My feelings (2)</p>	<p><u>Valuing Difference</u> Same and Different 7. I'm special, you're special 8. Same and different Different Families and Homes 9. Same and different families 10. Same and different homes Kindness and Caring 11. Kind and caring 12. Kind and caring (2)</p>	<p><u>Keeping Myself Safe</u> Keeping My Body Safe 1. What's safe to go onto my body? 2. What's safe to go into my body? (including medicines) 3. Safe indoors and outdoors Listening to my Feelings 4. Listening to my feelings (1) People who Help Keep me Safe 5. Keeping safe online 6. People who help to keep me safe Looking after Myself and my Friends 7. Looking after my special people 8. Looking after my friends</p>	<p><u>Rights & Responsibilities</u> Caring for my environment 10. Being helpful at home and caring for my classroom 11. Caring for our world Looking after Money 12. Looking after money; recognising, spending, using 13. Looking after money; saving money and keeping it safe</p>	<p><u>Being My Best</u> Bouncing Back 1. Bouncing back when things go wrong 2. Yes, I can! Healthy eating 3. Healthy eating (1) 4. Healthy eating (2) Exercise and Sleep 5. Move your body 6. A good nights sleep</p>	<p><u>Growing & Changing</u> Change 7. Seasons 8. Life stages – plants, animals, humans Life Stages 9. Human life stage – who will I be? 10. Where do babies come from? Changing bodies 11. Getting bigger 12. Me and my body – boys and girls</p>