



**WILLOW
BROOK**
PRIMARY

EYFS Progression of skills

Personal, Social and Emotional Development (self-regulation+ managing self + making relationships)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self-Regulation, Managing Self, and Building Relationships	
Pre-Nursery 0-3 years	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. For example, gesture towards their cup to say they want a drink.
	Find ways of managing transitions, for example from their parent to their key person.
	Thrive as they develop self-assurance.
	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
	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, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	
Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	
Be increasingly able to talk about and manage their emotions.	
Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	

A member of the Griffin Schools Trust
Ad Altiora | Towards Higher Things





EYFS Progression of skills

Personal, Social and Emotional Development (self-regulation+ managing self + making relationships)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

	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 ...”.			
Nursery 3-4 years	Self - Regulation	Managing Self	Building Relationships	Summer 2 prior to starting reception
	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. <i>Increasingly follow rules, and begin to understand why they are important.</i> <i>Follow a rule with an adult reminder.</i> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Show more confidence in social situations.	Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Does the child take part in other pretend play with different roles – being the Gruffalo, for example?	Develop their sense of responsibility and membership of a community. 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. Begin to understand how others might be feeling. 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? Do not always need an adult to remind them of a rule. Increasingly follow rules, understanding why they are important.



**WILLOW
BROOK**
PRIMARY

EYFS Progression of skills

Personal, Social and Emotional Development (self-regulation+ managing self + making relationships)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

A member of the Griffin Schools Trust
Ad Altiora | Towards Higher Things



EYFS Progression of skills

Personal, Social and Emotional Development (self-regulation+ managing self + making relationships)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>I can consider other's needs.</p> <p>I can invite others to play.</p> <p>I can begin to notice similarities and differences.</p> <p>I can begin to recognise the impact of my actions.</p>	<p>I can seek out companionship with adults and other children, sharing experiences and play ideas.</p> <p>I can enjoy a sense of belonging through being involved in daily tasks.</p> <p>I can develop an understanding of and interest in differences of gender, ethnicity, and ability.</p> <p>I can assert my own ideas.</p>	<p>I am proactive in seeking adult support to find compromises.</p> <p>I can be increasingly flexible and cooperative.</p> <p>I can express a wide range of feelings in their interaction.</p> <p>I can adapt my behaviour to different situations.</p> <p>I can show confidence in choosing resources and</p>	<p>I can be outgoing towards people and willing to try new things.</p> <p>I can recognise that I belong to different communities and social groups and communicates freely about own home and community.</p> <p>I have a clear idea about what I want to do in my play and how I want to go about it.</p>	<p>I can understand my own and other people's feelings, offering empathy and comfort?</p> <p>I can take steps to resolve conflicts with other children by finding a compromise sometimes with support.</p> <p>I can say what I do well and what I am getting better at?</p>	<p>ELG: Self-Regulation</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. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
---	--	--	---	---	---



EYFS Progression of skills

Personal, Social and Emotional Development (self-regulation+ managing self + making relationships)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	<p>I can build some strong relationships with familiar adults.</p> <p>I can explore feelings through role play.</p> <p>I enjoy trying new fruit at snack time.</p>	<p>I can develop particular friendships with other children.</p> <p>I can talk about why keeping healthy, both mentally and psychically is important.</p>	<p>perseverance in carrying out a chosen activity.</p> <p>I can explore how to keep my body healthy.</p>	<p>I am more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p>I can learn and practice good dental hygiene and why it is important.</p>	<p>I can work in a team to use a bow saw in forest school.</p> <p>I can talk about my own and others' feelings and behaviour and its consequence?</p> <p>I can make a healthy snack.</p>	<ul style="list-style-type: none"> - 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 <p>ELG: Building Relationships:</p> <ul style="list-style-type: none"> - 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.
--	--	---	--	--	--	---