



Ettington Primary School EYFS Progression Document

Personal, Social and Emotional Development



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.

Knowledge		Skills
-Know some ways to join in with others play and how to initiate play. -Know that I need to share and take turns with resources -Know others have needs and wants as well as myself -Know some ways to solve simple problems. -Know I need to share when I don't enjoy something. -Ways to stand up for myself -Know I can use actions, gesture and words to communicate with others. -Know I need to listen to others to work collaboratively. -Qualities of a good and safe relationship. -Ways to repair a relationship -Know I am unique. -Know what I like, dislike, am good at and have to work harder at. -Know others will have similar and different strengths and weaknesses to me. -There are similarities and differences between my own and others appearance. -Know my name, my family names, where I live and groups in my community I belong to. -Know people have different and similar homes, jobs, beliefs and this is ok. -Know I need to persevere and show resilience in the face of a challenge. -Know what challenges and goals are and how to set simple goals and work towards them.		Recognising, reading emotions, taking turns, sharing, following rules and routines, initiating play, solving problems, building and repairing relationships, cooperating, compromising, negotiating, listening, persevering, resilience, identifying, comparing, gesture, talking, asking questions, asserting, suggesting, notice, match, name, discuss, explore, plan, celebrate, decision making, express, reciprocity, collaboration, managing own needs, dressing, undressing, washing, explaining, sorting, operating, transporting, reflecting, modelling and adapting.

Characteristics of effective learning that are relevant		
Playing and Exploring • Communicate my interests • Act out my experiences with others • Use my experiences in my play • Try new things • Take risks • Tackle tasks that might be difficult. • Explore and investigate	Active Learning • Notice something in more detail • Persevere • Be resilient • Talk about how I feel when I've achieved something • Talk about when I feel proud	Creating and Thinking Critically • Think of my own ideas • Make decisions • Talk about problems I encounter and how to solve them. • Talk about my thinking and ideas. • Change my approach where necessary
Early Learning Goals		
Self-Regulation 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.	Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - 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.	Building Relationships 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.

Personal, Social and Emotional Development (PSED)

Self Regulation

Personal, Social and Emotional Development (PSED)								
Self Regulation								
2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Begins to recognise and express a range of emotions. • Seeks comfort and reassurance from familiar adults when upset or worried. • Begins to follow simple rules and boundaries and expectations with support.	• Begins to manage short periods of frustration with adult support. • Begins to wait for their turn during familiar activities. • Responds to simple boundaries and reminders with increasing understanding.	• Communicates their feelings using, sounds, gestures or visuals and begins to show why they feel a certain way • Uses familiar strategies to help regulate their emotions. • Waits for short periods and begins to understand the need to take turns. I.e, sand timer for play • Begins to adapt their behaviour in response to familiar routines and expectations.	• Uses a familiar adult to help calm strong feelings. • Copies how adults manage feelings in simple, everyday moments. • Shows a strong attachment to one or two familiar adults. • Begins to tolerate a short wait with adult support. • Starts to notice their own feelings, naming them with help.	• Manages some strong feelings with adult support, using a familiar calming strategy. • Waits for a short time with adult support in a familiar routine. • Begins to use a single word to name a feeling. • Follows a simple, familiar routine with reducing adult support. • Shows an early awareness that others have feelings too.	• Begins to manage some strong feelings with a familiar adult's support, using a known strategy. • Waits for a short time in familiar routines with reducing support. • Notices when a friend is upset. • Shows increasing awareness of their own feelings and, sometimes, those of others.	• Knows that different situations can cause different feelings. • Knows simple strategies to feel calmer (e.g., deep breaths, quiet space) • Knows that behaviour affects others. • Names familiar emotions (happy, sad, angry, scared). • Begins to recognise their own feelings. • Accepts comfort and support from familiar adults. • Begins to recognise when feelings are becoming overwhelming. • Waits their turn with support. • Begins to use words to express how they are feeling. • Can focus attention in a group situation for a short period of time and can follow a series of instructions.	• Knows that feelings can be managed using taught strategies. • Knows that they can talk about how they feel. • Knows that thinking before acting helps solve problems. • Uses simple strategies to manage feelings with adult support. • Controls immediate impulses with adult guidance. • Gives focused attention to what the teacher says. • Sets and works towards simple goals with support. • Begins to wait for what they want in familiar situations. • Can focus attention in a whole class group for a teaching session	• Knows how to identify and name a range of emotions. • Knows how to manage feelings appropriately. • Knows how to stay focused on tasks and follow instructions even when there are distractions. • Regulates behaviour with increasing independence in familiar situations. • Follows instructions involving several ideas or actions. • Begins to manage impulses without adult prompting.

Personal, Social and Emotional Development (PSED)

Managing Self

Managing Self								
2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Separates from a main carer with support from a key adult. • Shows increasing confidence in exploring their environment. • Begins to make simple choices about activities, resources and play. • Begins to understand simple safety rules and boundaries • Seeks help from a familiar adult when needed. • Follows simple one-step instructions.	• Attempts some familiar self-care routines without adult support. ie feeding themselves and drinking from a cup. • Attempts to put on or remove some clothing with support. • Begins to manage familiar toileting, handwashing and mealtime routines with increasing independence.	• Attempts to put on and take off simple items of clothing independently. • Makes choices and communicates their preferences with increasing confidence. • Follows familiar routines and simple instructions with less adult support. • Shows an awareness of some everyday safety rules. • Persists with simple tasks and seeks help when needed.	• Attempts a familiar self-care task with adult support (washing hands, putting on coat) and then attempts a familiar task before asking for help • Separates from a main carer with support from a key adult. • Shows growing independence in a small number of routines. • Feeds themselves competently with support. • Selects an activity from a small, familiar range.	• Manages more of their own care with encouragement (toileting with reminders, washing hands). • Follows a simple, familiar routine with visual support. • Chooses their own activity from a wider range. • Selects resources needed for a chosen activity. • Attempts a new activity with adult encouragement.	• Manages own basic care needs with growing independence in familiar routines (toileting, handwashing, dressing with support). • Chooses and initiates a familiar activity independently. • Selects and initiates activities independently for sustained periods. • Shows confidence to try a new activity with familiar adults nearby.	• Knows simple classroom rules. • Knows why rules keep people safe. • Knows that effort helps them improve. • Knows that healthy choices include washing hands and eating fruit. • Knows that some foods are healthier than others. • Begins to follow classroom routines with support. • Manages some personal care tasks independently (coat, shoes, toilet). • Attempts familiar tasks before asking for help. • Follows classroom rules with growing understanding of why they exist. • Attempts new activities with growing confidence. • Shows early independence in choosing and sustaining a task.	• Knows how to make safe choices indoors and outdoors. • Knows why hygiene, sleep and exercise matter. • Knows that perseverance helps them achieve goals. • Manages basic hygiene independently (handwashing, dressing). • Explains simple reasons for rules. • Persists at a challenging task with some support. • Shows resilience and perseverance when facing a challenge. • Begins to distinguish right from wrong and behaves accordingly. • Shows growing independence in managing themselves.	• Knows how to manage their own basic needs. • Knows how to make safe and healthy choices. • Knows right from wrong and understands consequences. • Is confident to try new activities and shows independence, resilience and perseverance. • Explains reasons for rules and knows right from wrong. • Manages own basic hygiene and personal needs independently.

Personal, Social and Emotional Development (PSED)

Building Relationships

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Building Relationships								
2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
- Shows a preference for familiar adults and seeks them out for comfort and reassurance. - Begins to notice and show interest in other children. - Plays alongside other children and begins to share space and resources with adult support.	- Begins to engage in play alongside other children. - Shows interest in what other children are doing and may join their play. - Begins to take turns during familiar games and activities. - Begins to recognise when another person is upset or needs help.	- Begins to develop friendships with familiar children. - Plays alongside and sometimes with other children, sharing ideas and resources with support. - Begins to show kindness and concern for others. - Begins to resolve simple disagreements with adult support. - Seeks out familiar children and adults to share experiences and play.	- Seeks out a familiar adult for reassurance. - Begins to show interest in another child's play. - Plays alongside the same child or children repeatedly. - Copies what another child is doing during play.	- Begins to play with, not just alongside, a familiar peer. - Seeks another child out to play with. - Shows an early understanding of taking turns with adult support. - Plays cooperatively with one or two familiar peers for short periods. - Uses a simple social phrase with a peer (my turn, can I). - Notifies when a peer is upset. - Begins to show care towards a peer who is upset.	- Plays cooperatively with one or two peers, sustaining play for longer. - Takes turns with support in familiar situations. - Shows sensitivity to a peer's feelings, sometimes responding without prompting.	- Knows that kindness helps build friendships - Knows that sharing and taking turns help people get along. - Knows that others may feel differently from them. - Understands that friends can have similarities and differences. - Begins to form friendships with peers. - Takes turns and shares with some support. - Shows growing awareness of others' feelings.	- Knows how to solve simple friendship problems. - Knows that listening helps build relationships. - Knows that people have different preferences, cultures and experiences. - Works and plays cooperatively with a growing range of peers. - Begins to resolve simple disagreements through talk with support. - Shows sensitivity to others' feelings. - How we treat others affects how they feel. - Cooperates and takes turns across a range of situations. - Shows sensitivity to own and others' needs. - Begins to show empathy in response to others' feelings.	- Knows how to form positive relationships. - Knows how to work and play cooperatively. - Knows how to show sensitivity to others' needs and feelings. - Forms and maintains positive attachments to adults and friendships with peers. - Resolves simple conflicts with increasing independence. - Shows consistent sensitivity to others' needs. - Works and plays cooperatively and takes turns with others. - Shows sensitivity to own and others' needs across a range of contexts.

