



St. Jude's Catholic Primary School
EYFSProgression Map: Personal, Social and Emotional Development

Strand: Personal, Social and Emotional Development			
<p>Educational Programme: 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 EYFS reforms early adopter framework 9 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>			
Nursery	Reception	End Of EYFS	Year 1 Expectation
Self-regulation – Knowledge and Skills			
<p><u>Knowledge</u> -To know and can say what they like and don't like doing. -To know when they need help from an adult or peer. -To know that some actions or words can hurt or harm others. -To know and understand some of the boundaries.</p> <p><u>Skills</u> -To manage uncomfortable feelings appropriately. -Talk about feeling happy, sad, angry, scared, excited and surprised.</p>	<p><u>Knowledge</u> -To identify and understand how they can improve. -To know and explain what they are good at. -To know when and how to respond to a friend, showing sensitivity when needed. -To know how that their own actions affect other people. -To know the boundaries set and the behavioural expectations. -To know that some behaviour is unacceptable.</p> <p><u>Skills</u></p>	<p>Show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to</p>	<p>To tell you about a thing I do well. To tell you how I learn best. To celebrate achievement with my partner. To identify how I feel when I am faced with a new challenge. To know how I feel when I see obstacles and how I feel when I overcome them.</p>



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<ul style="list-style-type: none"> -Begins to understand how others might be feeling. -To stop themselves from doing something they shouldn't. -To respond to the feelings and wishes of others. -To take turns and share resources. -To help give comfort to those who are upset. -To distract themselves if upset. -To follow a simple instruction. -To tolerate delay 	<ul style="list-style-type: none"> -To ask for help when they have uncomfortable feelings if they need to. -To recognises the feelings of different characters in stories. -To see themselves as a valuable individual. -To articulate how they feel using age-appropriate language. -To tell others how they make them feel. -To play a group game following someone else's rules. -To negotiate and solve problems without aggression. -To work part of a group or class and understand and follow the rules. -To follow a two / three-part instruction. 	<p>wait for what they want and control their immediate impulses when appropriate,</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>To know how to store the feelings of success in my internal treasure chest.</p> <p>To know ways to praise myself.</p> <p>I enjoy learning new things.</p> <p>I know some ways to cope with change.</p>
<p>Vocabulary</p> <p>Share, play, say, ask, tell, talk, rules, feelings, kind, unkind, happy, sad, excited, angry, surprised, scared, uncomfortable, help</p>	<p>Pedagogical Considerations</p> <ul style="list-style-type: none"> -Play alongside others at an activity happily, sharing resources. -Do something that they have been asked to do by the adult. E.g., fetch their coat, pick the toys off the floor. -Wait for their turn on a e.g bike or slide. -Listen to stories during story sessions and identify how the character in the book is feeling. -Fetch a tissue for a child who is upset or ask if they are ok. 	<p>Vocabulary</p> <p>Share, play, say, explain, ask, tell, talk boundaries, rules, feelings, kind, happy, sad, excited, angry, surprised, scared, uncomfortable, help, like, dislike</p>	<p>Pedagogical Considerations:</p> <ul style="list-style-type: none"> -Play a simple game in a group and take turns to roll a dice. -Circle time to talk about successes. -Tell their peers if they like their work and why. -Listen to stories during story sessions and identify how the character in the book is feeling and why. -As a group or class agree and produce rules and understand why they need to be followed.



	<p>-Explain to an adult why they are upset. -Be proud to show an adult a picture or something they have made.</p> <p>Books: Everybody Feels Taking Turns The Squirrels Who Squabbled Not Fair, Won't Share I Am Stronger Than Anger.</p>		<p>-Follow the schools behaviour policy and know what will happen if they choose not to. -Move their name or face onto feeling words to say how they are feeling that day.</p> <p>Books: The Worry Monster The Colour Monster My feelings? Have you seen my hat?- Jon Klassen I Am Enough.</p>		
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Relationships – Knowledge and Skills

<p><u>Knowledge</u> To know how to play with one or more children, extending and elaborating play ideas. To begin to understand what acceptable and unacceptable behaviour is. To know that family and friends care for each other. To identify family members and friends. To recognise some feelings</p> <p><u>Skills</u> To develop their sense of responsibility and belonging to a group. To help find solutions to conflicts of rivalries. To form a good relationship with a familiar adult. To initiate play with others and keep play going by responding to others.</p>	<p><u>Knowledge</u> To know how to make friends. To know how to help themselves and others when they feel upset and hurt. To know and show what makes a good relationship. To know how to take account of one another's ideas when organising an activity. To feel safe and secure to expand and explore the boundaries and become confident and independent learners. To recognise that their behaviour may affect other people, especially when they are angry.</p> <p><u>Skills</u> To help others to feel part of a groups. To try to solve friendship problems and conflicts when they occur.</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments with adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>To tell you some ways in which I am the same as my friends. To tell you some ways I am different from my friends. To understand how being bullied might feel. T. PE- Should be able to engage in competitive and cooperative physical</p>
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		<p>To show respect in how they treat others. To understand how to behave in a group. To take turns with others.</p>		<p>activities in a range of increasingly challenging situations.</p>
<p>Vocabulary Play, share, friends, conflict, responsibility, job, help, take turns,</p>	<p>Pedagogical Considerations Give children a little job to do – monitors. Co-operative play activities or games – den building. Sharing / turn taking games – pop-up pirates. Circle time on how to resolve conflicts. Role-play – home corner Make a card for their friend. Opportunities to play in different sized groups. Role-model play. Key adult. Books: Titch – by Pat Hutchins My Friend Bear – by Jez Alborough. The longer the wait the bigger the hug – by Eion McLaughlin All are welcome. Who? A celebration of babies. Everywhere babies Ten Tiny Toes</p>	<p>Vocabulary Friends, family, fall out, conflict, help, hurt, kind, friendship, together, share, take turns. Repair, relationship, restore, harmony, agreement</p>	<p>Pedagogical Considerations Jigsaw curriculum. You've got a friend in me – Toy Story. Sorting kind / unkind behaviour cards. Circle time resolving a friendship problem. To be kind to children who are bullied. To know how it feels to make a new friend. To understand these differences make us all special and unique. To know how it feels to belong to a family and care about the people who are important to me. To know how to make a new friend Sorting kind / unkind words – how do they make you feel. Draw around a child and write what makes a good friend inside the body outline.</p>	



	<p>There's a house inside my mummy-Giles Andreae</p>		<p>Role-play – home corner with images of different families displayed. Problem solving challenges. NSPCC website. Books: That's my half. Eat your peas</p>		
Managing Self- Knowledge and Skills					
<p><u>Knowledge</u> To understand that there are a wider range of feelings than happy and sad To recognise that I am part of a family and my place in that family To start to show resilience in the face of challenge To be able to talk about friendships and relationships at home and nursery To be able to toilet by myself</p> <p><u>Skills</u> To express my feelings to others To tell another what I want / need To try again if a task fails first time To be kind to friends at nursery To let an adult know when I need the toilet To brush my teeth with a little adult support</p>		<p><u>Knowledge-</u> -Links with Physical Development when <u>considering health and hygiene aspects of this area of learning</u> -Links with Self-regulation and relationships To know where to ask for help when I need support To understand that I may need to attempt a task several times before I can achieve / complete it. To recognise that I belong to different social groups and communities and can communicate about these. To understand why it is important to wash and be clean To understand good practices with regard to exercise, eating, drinking water, sleeping, hygiene, and oral hygiene can contribute to good health</p> <p>To understand why there are rules and that they have to be stuck to</p> <p><u>Skills</u> To persevere when tasks become difficult</p>		<p>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>To feel good about myself when I make healthy choices. To know I am special so I keep myself safe. To know some ways to help myself when I feel poorly. To recognise when I feel frightened and know who to ask for help. To recognise how being healthy helps me to feel healthy. To understand that growing up is natural and that everybody grows at different rates. To recognise which forms of physical contact are</p>



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		<p>To articulate my wants and needs and ask for help To talk about myself confidently To talk about my own home and discuss similarities and differences with others. To be aware of their relationships to particular social groups and sensitive to prejudice and discrimination To describe myself in positive but realistic terms. To describe my abilities, what I do well at, and are getting better at. To always remember to wash my hands after toileting and before meals To be able to brush my own teeth To talk about healthy life choices such as sleeping and exercise being good for you To identify healthy foods and explain why I should have a variety of food. To be able to talk about changes when I feel well and unwell To discuss behavioural expectations of my classroom and surroundings To talk about justice and fairness and be sensitive to others</p>		<p>To be confident to try new activities and show independence and resilience and perseverance in the face of challenge.</p>		<p>acceptable and unacceptable to me. To know when I need help and how to ask for it. D&T To use the basic principles of a healthy and varied diet to prepare dishes. Science- Name, draw and label parts of the body and say which part of the body is associated with each sense</p>	
<p>Vocabulary</p> <p>Healthy, unhealthy, germs, wash, good choice, try, happy, sad, cross, worried, scared,</p>		<p>Pedagogical Considerations</p> <p>-Model caring responses and positive behaviour -Make opportunities for children to listen to adults explaining feelings and behaviours</p>		<p>Vocabulary</p> <p>healthy, unhealthy, special, hygienic, mould, grime, filth, dirt, sterile, clean, fresh, germs, toilet,</p>		<p>Pedagogical Considerations</p> <p>-Model caring responses and positive behaviour -Make opportunities for children to listen to adults explaining feelings and behaviours and</p>	



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<p>sick, confused, silly, excited, clean, dirty, wash, bath, shower, soap, shampoo,</p>	<p>-Collaborate with children in creating rules and expectations -Support children to recognise the consequences of their own actions on others -Model healthy eating and good hygiene practises provide opportunities for toileting talk and handwashing -Provide a wide diversity of books</p> <p>Books Colin and Lea- Carrot and Pea- Morag Hood Red Rockets and Rainbow Jelly- Nick Sharratt Time to tidy up- Penny Tassoni</p>	<p>hygiene decay, dental, teeth, brush, plaque, tooth pate wipe, flush, dressed, undressed, inside out, exercise, heart, pump, blood, oxygen, sleep, right, wrong, choice, keep trying, independently. Embarrassed, nervous, tired, lonely, feelings, mood attitude, temper, Fair, justice, different, culture, family, relative, friend,</p>	<p>encourage children to respond to this modelling with their thoughts -Collaborate with children in creating rules and expectations Support children to recognise the consequences of their own actions on others and suggest solutions to conflicts -Model healthy eating and hygiene practise -Discuss good self-health care and provide opportunities for this e.g. dental awareness -Provide a variety of class text and resource that celebrates diversity and can be used to compare and contrast with home</p> <p>Books The Deep Blue Willy the Wimp</p>		
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