


PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Early Years Curriculum Plan: Progression of Skills

To see topic lead learning, please refer to our
Curriculum Mapping Webs

By the time children finish in the EYFS, we want them...

- ▶ To know how to be a good friend
 - ▶ To be independent and challenge themselves
 - ▶ To understand our school rules
 - ▶ To learn how to manage new situations, people and ideas with courage and interest
 - ▶ Confidently demonstrate our three learning powers
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

Autumn Term/ Term 1

2 to 3 Years-

Find ways to calm themselves, through being calmed and comforted by their key person.

Find ways of managing transitions, for example from their parent to their key person.

Engage with others through gestures, gaze and talk

Establish their sense of self.

Use engagement with others to achieve a goal. For example, gesture towards their cup to say they want a drink.

Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.

Pre School-

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

Reception-

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others, regulate behaviour accordingly.

Work and play cooperatively and take turns with others

Give focused attention to what the teacher says

Spring Term/ Term 2

2 to 3 Years-

Express preferences and decisions.

Try new things and start establishing their autonomy.

Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

Thrive as they develop self-assurance.

Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.

Pre School-

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.

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

Reception-

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Be confident to try new activities.

Manage own basic hygiene and personal needs.

Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Set and work towards simple goals

Explain the reasons for rules

Manage own basic hygiene and personal needs

Summer Term/ Term 3

2 and 3 Years-

Feel strong enough to express a range of emotions.

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.

Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories.

Talk about their feelings in a more elaborate ways e.g., I am sad because...

Pre-School-

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Begin to understand how others might be feeling.

Reception-

Think about the perspectives of others. Manage their own needs.

Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Set and work towards simple goals

Explain the reasons for rules

Manage own basic hygiene and personal needs

Show sensitivity to their own and to others' needs.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

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

Early Learning Goal- Personal, Social and Emotional Development

ELG: 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

ELG: 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.

ELG: 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: Next steps (Year 1 National Curriculum)

- Understanding that families offer love, care and support.
- Exploring how families are different to each other.
- Discussing ways to show respect for different families.
- Exploring how friendship problems can be overcome.
- Exploring friendly behaviours.
- Understanding difficulties in friendships and discussing action that can be taken.

(End of Key stage 1)

- Recognising how other people show their feelings.
- Identifying ways we can care for others when they are sad.
- Exploring the ability to successfully work with different people.
- Learning how other people show their feelings and how to respond to them.
- Exploring the conventions of manners in different situations.

(End of Key stage 1)