

Woodside Primary School

Reception

Progression of Personal, Social and Emotional development skills

Development matters	Early learning goals
<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.<ul style="list-style-type: none">- Personal hygiene• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity- healthy eating- tooth brushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian	<p>Self-regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none">• 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>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.• 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>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.

Below shows the progression of skills that build towards the Personal, Social and Emotional development Early Learning Goals.

Self-Regulation							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>Express their feelings and give simple reasons.</p> <p>Behave appropriately in accordance with the class rules.</p> <p>Follow a simple instruction as part of a group, e.g. sit down.</p>	<p>To recognise different emotions.</p> <p>To understand how people show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations.</p> <p>To understand why we take turns, wait politely, tidy up after ourselves, use manners and so on.</p>	<p>To focus during longer whole class lessons.</p> <p>To follow two-step instructions</p>	<p>To identify and moderate their own feelings.</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques.</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p>	<p>Show an 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 wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed 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>

Managing self							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>To use the toilet independently.</p>	<p>To explore different areas within the</p>	<p>To develop class rules and understand the</p>	<p>To begin to show resilience and perseverance in</p>	<p>Confident to speak to others about own needs,</p>	<p>To identify and name healthy foods.</p>	<p>To understand the importance of healthy food choices.</p>	<p>Be confident to try new activities and show independence, resilience and</p>

To wash hands independently.	Reception environment.	need to have rules.	the face of challenge.	wants, interests and opinions.	To manage own basic needs independently.	To show a 'can do' attitude.	perseverance in the face of challenge.
To put coat and socks on independently.	To understand the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked. Why oral health is important.	To have confidence to try new activities.	To be able to dress/undress independently.	To know how to keep themselves safe as a pedestrian. Understand that it is ok to make mistakes – this is an important part of learning.	To know how to keep themselves safe in the sun.	Know and talk about the different factors that support their overall health and wellbeing	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							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
Plays alongside new peers and 'with' familiar peers.	To seek support of adults when needed.	Play with one or more other children, extending and elaborating play ideas.	To begin to work as a group with support.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To have confidence to communicate with adults around the school.	Work and play cooperatively and take turns with others.
Shows interest in their new peers.	To gain confidence to speak to peers and adults.	To have positive relationships with all staff.	To use taught strategies to support turn taking.		Show kindness towards others by helping, listening and supporting one another.	To have strong friendships.	Form positive attachments to adults and friendships with peers.
Takes turns with adult support.	To play with children who are playing with the same activity.	Understand that at times our friends will want					Show sensitivity to their own and to others' needs.
Joins in an activity when invited by an adult.							

		to play with others but that doesn't mean they are not our friend.					
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