

Westacre Infant School Skills Progression EYFS

Subject Area: Personal, Social and Emotional Development

Coverage	<p>PSED objectives underpin the whole of the Early Years curriculum through continuous provision but are also met through directed circle time activities. Achievements and successes are recognised through weekly class awards. This will be evidenced through floor books and within the Nursery/Reception environment.</p> <p>Autumn term Ourselves/Following Rules (Self-Portrait: being able to attempt to draw themselves. Class rules. Understand that we have to follow rules to keep us safe and to be able to understand class rules.) All About Me/ Celebrating Difference (Discuss things that they likes/dislikes. To be aware that not everyone is the same. Talk and discuss our families. Begin to understand different types of homes. To begin to understand that there are different families.)</p> <p>Spring Term Feelings/Emotions and Friendships (Explore and describe different feelings; happy, sad. Able to identify what makes them happy and sad. Discuss what makes a good/bad friend.)</p> <p>Summer Term Healthy Me/ Healthy and Happy Me (Being able to understand that eating healthy is important. Being able to identify healthy/unhealthy foods. Be able to make a healthy sandwich.) Why we need to wash our hands? Brushing teeth, why do we brush our teeth? Being able to brush teeth without support. Putting coats on without support. Revisit, what makes us happy/ unhappy/ what makes a good/bad friend? What have they enjoyed in Nursery?)</p>	<p>See DfE Statutory Guidance: Relationships Education Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ Families and people who care for me ▪ Caring friendships ▪ Respectful friendships ▪ Online relationships ▪ Being safe <p>Health and prevention</p> <p>Autumn Term Ourselves/ Following Rules (Self-portrait: Being able to discuss what they look like and discuss the uses of different body parts. Class rules. Aware that rules t keep us safe and to be able to contribute to class rules.) All About Me/ Celebrating Difference (Describe what they like/dislike and explain these. To recognise the differences within the class. Be able to discuss describe and draw our different family members. Know that their home, may be different to others. To be able to identify if they celebrate different festivals.)</p> <p>Spring Term Feelings/Emotions and Friendships (Be able to talk and discuss different emotions and feelings. Excited, surprised, frightened, confused etc. discuss different types of friendships and what makes a good/ bad friendship, understand that friends don't always like the same things and that's okay.)</p> <p>Summer Term Healthy Me/ Healthy and Happy Me (To know what makes us healthy. Being able to identify healthy/unhealthy foods. Be able to make a healthy sandwich and discuss why it is a healthy choice. Why we need to wash our hands. What happens if you don't wash your hands? To be aware why teeth brushing is important and what can happen if we don't brush our teeth. Revisit feelings and what makes a good/ bad friend? What have they enjoyed in Reception?)</p>
----------	---	--

	Nursery (3 - 4 yrs)	Reception
Skills and knowledge	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • 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. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. (Nursery rules.) • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings with words like 'happy', 'sad', angry, worried. • Begin to understand how others might be feeling. (Worry monster discuss different feelings.) 	<p>Personal, Social and Emotional Development</p> <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. (Scared, frightened, confused, excited etc.) • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspective of others. • Manage their own needs. (Be able to toilet independently and dress themselves)

Early Learning Goals

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
(Being able to understand that their feelings and actions can affect others.)
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.(being able to take turns and share/ follow nursery rules.)
- 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.

(Carpet time/ circle time)

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 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.