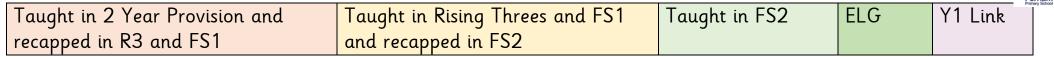
EYFS Personal, Social and Emotional Development Progression Grid



		Steps of Prog	ELG	<u>Y1 Links</u>		
Self-Regulation Foolings	Feelings	Find ways to calm themselves, through being calmed and comforted by their key person (DM). Feel strong enough to express a range of emotions (DM). Safely explore emotions beyond their normal range through play and stories (DM). Talk about their feelings in more elaborated ways (DM).	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM). Share how they are feeling with a member of staff.	To recognise different emotions. Express their feelings and consider the feelings of others (DM).	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	To recognise, name and deal with their feelings in a positive way (Citizenship).



		Look back as they walk aw	vay from	Separate	from parent/ care	er with support.	Separate from	AA	То
		their key person. Look for	clues about				parent/ carer with		recognise,
		how to respond to somethi	ng	Become	more outgoing wi	support ready to		name and	
		interesting (DM)	-	people, ir	n the safe context	participate in a full		deal with	
				(DM).			day at school.		their
	suo	Find ways of managing tro						feelings in a	
Self-Regulation	Emotions	(DM).	Be ready and confident to transition to			To begin to be		positive way	
<u>ilat</u>	l ě			next class	S.		aware of (Cit		
nbə		Be increasingly able to talk	about and				techniques they		
L A	Managing	manage their emotions (DN	Name the emotions angry, excited,			can use to control			
Sel	anc					frightened.			
	Σ	Name the emotions happy	me the emotions happy and sad.						
						Understand gradually how others might be			
		•	Feel confident when taken out around			feeling (DM).			
		the local neighbourhood ar	Show more confidence in new social situations (DM).			own feelings			
		exploring new places with				socially and			
		worker (DM).				emotionally (DM).			
	E	Begin to show 'effortless	To sit durin	ıg circle	r <mark>cle To be able to Set and work towards simple goals, being a</mark>				ole to
<u>r</u>		control'. For example,	time and jo		focus during		what they want and control their		
atic	<u> </u>	waiting for a turn and	class session	n. E.g.	n. E.g. longer whole imm		nmediate impulses when appropriate.		
<u>] luc</u>	ntic	esisting the strong impulse	mindfulness	5.	class lessons.				
Self-Regulation		o grab what they want or				Give focused attention to what the teacher says,		J	
elf-	< F	oush their way to the front.	To focus du			responding appropriately even when engaged in			d in
l N		DM).	short whole	e class		<u> </u>	w an ability to follow	ctions	
			activities.			involving several	ideas or actions.		

Managing Self	Perseverance and Resilience	Grow in ind (DM). Sometimes frustration of Express prej They also tr	Establish their sense of self (DM). Grow in independence, rejecting help (DM). Sometimes this leads to feelings of frustration and tantrums (DM). Express preferences and decisions. They also try new things and start establishing their autonomy (DM)		appy to take part tivities and show igness to join in. to choose inces to help them eve. Show resilience perseverance in face of challer (DM).		le individual resilience and erance in the	Be confident to activities and sh independence, r and perseveran face of challeng	now esilience ce in the	
Managing Self	iene	the toilet n independently (1 (DM).	arn to use Be increasingly independent e toilet meeting their own care need lependently (DM).			personal needs, including dressing, going to the toilet and understanding the hygiene			1	
<u>Managi</u> ng Self	Dressin 9	Show independence in attempting to put on their own coat (needing some adult support to manage successfully).			i to have a g astenings on		5	To develop ind dressing and i	lependence wher indressing.	ı AA
Managing Self	Healthy Choices	Know some foods and drinks that are healthy and unhealthy.Talk about ways they can stay healthy – food, exercise, rest, hygiene.Know that they need to clean their teeth twice a day.Talk about how they can stay safe in a range of situations – road safety, bonfire night, at home.			Pupils should be taught: -How to make simple choices that improve their health and wellbeing (Citizenship). -That all household products, including medicines, can be harmful if not used properly -Rules for, and ways of, keeping safe, including basic road safety, and about people v can help them to stay safe (Citizenship). Keeping myself safe (PSHE). Healthy eating and hygiene (PSHE). Physical Health and Wellbeing (PSHE). The World of Drugs/ Growing and changing (PSHE).					not used properly;

Managing Self	Rules	follow rules.	Know the basic provision and carpet rules and follow them most of the time.	Increasingly follow rules, understanding why they are important (DM).	Explain the reasons for rules, know right from wrong and try to behave accordingly.		nt Y	To recognise choices they can make, and recognise difference between right and wrong (Citizenship). To agree and follow rules for their group and classroom, and understand how rules help them (Citizenship).			enship). and
Building Relationships	Attachments	Play with increasing confidence on their own and with other children because they know their key person is nearby and available (DM). Use engagement to achieve a goal (DM). Begin to develop a relationship with a familiar adult or key worker.		co res rel	Further (outzensitip).SuildForm positive attachments to adults and friendships with peers.OM).To be able to have confidence to communicate with adults around the school.			Develop relationships through work and play (Citizenship). The caring school – feelings, friends and friendships (PSHE).			
<u>Building</u> <u>Relationships</u>	Working Co- operatively	Engage others through gestures gaze an talk (DN	and elabord s, Find solutio	e or more other children, extending ing play ideas (DM). s to conflicts and rivalries (DM). ners to solve conflicts (DM).		u st si	To be able to use taught trategies to support turn aking.	Work and play cooperatively and take turns with others.	To listen to people, and work coope (Citizenship The caring feelings, fri friendships	d play and eratively b). school – ends and	

<u>Building</u> Relationships	eness of Others their Feelings	skin colour, types of hair, gender, special	Develop appropriate ways of being assertive (DM).	To work with and listen to other children and agree on solutions and compromises.	Show sensitivity to their own and to others' needs	To recognise how their behaviour affects other people (Citizenship). The caring school – feelings, friends and friendships (PSHE).
<u>B</u> <u>Rela</u>		needs and disabilities, religion and so on (DM).			needs.	Focus on special people – Anti bullying (PSHE).