

EYFS Personal, Social and Emotional Development Progression Grid



Taught in 2 Year Provision and recapped in R3 and FS1	Taught in Rising Threes and FS1 and recapped in FS2	Taught in FS2	ELG	Y1 Link
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		<u>Steps of Progress</u>			<u>ELG</u>	<u>Y1 Links</u>
<u>Self-Regulation</u>	<u>Feelings</u>	<p>Find ways to calm themselves, through being calmed and comforted by their key person (DM).</p> <p>Feel strong enough to express a range of emotions (DM).</p> <p>Safely explore emotions beyond their normal range through play and stories (DM).</p> <p>Talk about their feelings in more elaborated ways (DM).</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM).</p> <p>Share how they are feeling with a member of staff.</p>	<p>To recognise different emotions.</p> <p>Express their feelings and consider the feelings of others (DM).</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>To recognise, name and deal with their feelings in a positive way (Citizenship).</p>

<p>Self-Regulation</p>	<p>Managing Emotions</p>	<p>Look back as they walk away from their key person. Look for clues about how to respond to something interesting (DM).</p> <p>Find ways of managing transitions (DM).</p> <p>Be increasingly able to talk about and manage their emotions (DM).</p> <p>Name the emotions happy and sad.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key worker (DM).</p>	<p>Separate from parent/ carer with support.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting (DM).</p> <p>Be ready and confident to transition to next class.</p> <p>Name the emotions angry, excited, frightened.</p> <p>Understand gradually how others might be feeling (DM).</p> <p>Show more confidence in new social situations (DM).</p>	<p>Separate from parent/ carer with support ready to participate in a full day at school.</p> <p>To begin to be aware of techniques they can use to control their emotions.</p> <p>Identify and moderate their own feelings socially and emotionally (DM).</p>	<p>AA</p>	<p>To recognise, name and deal with their feelings in a positive way (Citizenship).</p>
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<p>Self-Regulation</p>	<p>Attention</p>	<p>Begin to show 'effortless control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (DM).</p>	<p>To sit during circle time and join in a class session. E.g. mindfulness.</p> <p>To focus during short whole class activities.</p>	<p>To be able to focus during longer whole class lessons.</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 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>	
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Managing Self	Perseverance and Resilience	<p>Establish their sense of self (DM).</p> <p>Grow in independence, rejecting help (DM).</p> <p>Sometimes this leads to feelings of frustration and tantrums (DM).</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy (DM)</p>	<p>Be happy to take part in activities and show willingness to join in.</p> <p>Able to choose resources to help them achieve.</p>	<p>See themselves as a valuable individual (DM).</p> <p>Show resilience and perseverance in the face of challenge (DM).</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	
Managing Self	Personal Hygiene	<p>Learn to use the toilet independently (DM).</p>	<p>Be increasingly independent in meeting their own care needs (DM).</p> <p>Use the toilet and wash and dry hands independently.</p>	<p>Manage their own personal hygiene (DM).</p>	<p>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 maintain personal hygiene (Citizenship).</p>
Managing Self	Dressing	<p>Show independence in attempting to put on their own coat (needing some adult support to manage successfully).</p>	<p>Begin to have a go at doing the fastenings on their coat.</p>	<p>To develop independence when dressing and undressing.</p>	AA	
Managing Self	Healthy Choices	<p>Know some foods and drinks that are healthy and unhealthy.</p> <p>Know that they need to clean their teeth twice a day.</p>	<p>Talk about ways they can stay healthy – food, exercise, rest, hygiene.</p> <p>Talk about how they can stay safe in a range of situations – road safety, bonfire night, at home.</p>	AA	<p>Pupils should be taught: -How to make simple choices that improve their health and wellbeing (Citizenship).</p> <p>-That all household products, including medicines, can be harmful if not used properly;</p> <p>-Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe (Citizenship).</p> <p>Keeping myself safe (PSHE).</p> <p>Healthy eating and hygiene (PSHE).</p> <p>Physical Health and Wellbeing (PSHE).</p> <p>The World of Drugs/ Growing and changing (PSHE).</p>	

<u>Managing Self</u>	Rules	Begin to 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.	To recognise choices they can make, and recognise the difference between right and wrong (Citizenship). To agree and follow rules for their group and classroom, and understand how rules help them (Citizenship).	
<u>Building Relationships</u>	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.		Develop friendships with other children (DM).	Build constructive and respectful relationships (DM).	Form positive attachments to adults and friendships with peers. 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 Relationships</u>	Working Co-operatively	Engage with others through gestures, gaze and talk (DM).	Play with one or more other children, extending and elaborating play ideas (DM). Find solutions to conflicts and rivalries (DM). Talk with others to solve conflicts (DM).		To be able to use taught strategies to support turn taking.	Work and play cooperatively and take turns with others.	To listen to other people, and play and work cooperatively (Citizenship). The caring school – feelings, friends and friendships (PSHE).

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