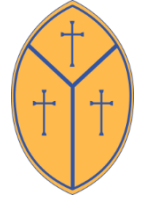




Cookridge Holy Trinity C of E Primary School – EYFS Progression



Personal, Social and Emotion Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Prior Learning (Development Matters 3-4)

- Select and use activities and resource, with help when needed.
- 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.
- Find solutions to conflicts.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk to other to solve conflicts.
- Talk about their feelings using words like happy, sad, angry or worried.
- Understanding gradually how other might be feeling.
- Be increasingly independent in meeting their own care needs.
- Make healthy choices about food, drink, activity and toothbrushing.

Reception – Autumn 1	Reception – Autumn 2	Reception – Spring 1	Reception – Spring 2	Reception – Summer 1	Reception – Summer 2
<p>To recognise different emotions and understand how people show emotion.</p> <p>To maintain focus during short whole class activities.</p> <p>To use toilet independently and wash hands effectively.</p> <p>To put coats and shoes/socks independently.</p> <p>To explore different areas within environment.</p> <p>Begin to develop understanding of rules and expectations.</p> <p>To seek support of adults when needed.</p> <p>To gain confidence to speak to peers and adults.</p> <p>To play alongside children engaged in same activity.</p>	<p>To talk about how they are feeling using emotion vocabulary.</p> <p>To begin to consider the feeling of others.</p> <p>To adapt behaviour to a range of situations.</p> <p>Develop confidence to select and try new activities.</p> <p>To put coats/jumpers etc on independently.</p> <p>To understand rules and expectations and the importance of these.</p> <p>To play co-operatively with children who are engaged in same activity/area.</p> <p>To begin to develop friendships.</p> <p>To have positive relationship with Teachers.</p>	<p>To identify and moderate their own feelings, socially and emotionally.</p> <p>To consider the feelings and needs of others.</p> <p>To adapt behaviour to a range of situations.</p> <p>To follow instructions with more than one step.</p> <p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To do zips/buttons independently.</p> <p>To understand rules and expectations and the importance of these.</p> <p>To work co-operatively in small groups and initiate play with others.</p> <p>To use strategies to support turn taking and resolve minor conflicts.</p>	<p>To identify and moderate their own feelings, socially and emotionally.</p> <p>To consider the feelings and needs of others.</p> <p>To maintain focus for longer periods of time and follow instructions with multiple steps.</p> <p>To begin to show resilience and perseverance in the face of challenge and develop independence when setting goals and completing activities.</p> <p>To display good understanding of rules and explain importance of them.</p> <p>To manage needs independently.</p> <p>To listen to the ideas of other children, begin to compromise and resolve minor conflicts.</p> <p>Understand own needs and the needs of others.</p>	<p>To begin to identify and use strategies which help regulate their emotions.</p> <p>To be able to maintain focus and engagement in learning, following instructions with multiple steps.</p> <p>To show resilience and perseverance when trying new activities/learning and demonstrate a 'can do' attitude.</p> <p>To articulate rules, with a good understanding of right and wrong, behave accordingly.</p> <p>To gain an understanding of healthy food choices and exercise.</p> <p>To have strong friendships, work co-operatively and part of a team.</p> <p>To listen to the perspectives of others.</p>	<p>To identify and express how they are feeling and begin to regulate their emotions and behaviour accordingly.</p> <p>To be able to maintain focus and engagement in learning, following instructions with multiple steps.</p> <p>To show resilience and perseverance when trying new activities/learning and demonstrate a 'can do' attitude.</p> <p>To articulate rules, with a good understanding of right and wrong and try to behave accordingly.</p> <p>To understand the importance of healthy food choices.</p> <p>Understand we are all unique and build strong positive relationships built on respect and kindness.</p>

Early Learning Goals	Cookridge Holy Trinity – Curriculum Goals
<p><u>ELG: Self-Regulation</u></p> <ul style="list-style-type: none"> • 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. <p><u>ELG: Managing Self</u></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><u>ELG: Building Relationships</u></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. 	<p><u>To become an Independent Individual</u></p> <ul style="list-style-type: none"> • To follow our school Golden Rules • To set personal challenges and preserve to achieve them. • To be self motivated and resilient. • To gain independence in managing own wants and needs. • To know right from wrong and behave accordingly. <p><u>To become a Team Player</u></p> <ul style="list-style-type: none"> • To develop positive relationships based upon kindness, understanding and respect. • To work and play co-operatively showing sensitivity to others. • To be inclusive, understanding the importance of being kind. • To work as a team and be a friend to all. • To follow and explain the reasons for rules.

Future Learning – Year 1

Year 1 - PSHE

Autumn 1	Spring 1	Summer 1
<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what makes themselves and others special about roles and responsibilities at home and school about being co-operative with others <p>MindMate lesson - Feeling good and being me: recognising feelings</p> <p>Pupils should have the opportunity to:</p> <ul style="list-style-type: none"> think about themselves & the different feelings they have develop a vocabulary to describe their feelings to others & simple strategies for managing feelings 	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about different types of feelings about managing different feelings about change or loss and how this can feel <p>MindMate lesson - Being the same and being different: celebrating differences</p> <p>Pupils should have the opportunity to:</p> <ul style="list-style-type: none"> recognise that everyone is different begin to learn about empathy 	<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about food that is associated with special times, in different cultures about active playground games from around the world about sun-safety about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <p>MindMate lesson - Strong emotions: Recognise what is fair/ unfair right/wrong</p> <p>Pupils should have the opportunity to:</p> <ul style="list-style-type: none"> recognise what is fair & unfair, kind & unkind, what is right & wrong learn what to do when someone is unfair or unkind
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> safety in familiar situations about personal safety about people who help keep them safe outside the home <p>MindMate lesson - Family and friends: Recognise how others show feelings & know how to respond</p> <p>Pupils should have the opportunity to:</p>	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what can go into bodies and how it can make people feel about what can go on to bodies and how it can make people feel <p>MindMate lesson - Solving problems (and making them better): setting goals and targets</p> <p>Pupils should have the opportunity to:</p>	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about where money comes from and making choices when spending money about saving money and how to keep it safe about the different jobs people do <p>MindMate lesson - Life changes and transitions: new school/class and making new friends</p>

<ul style="list-style-type: none">• identify & talk about times when people feel happy• learn to communicate their feelings to others• recognise how others show feelings & know how to respond	<ul style="list-style-type: none">• learn how to play & work co-operatively with others• understand that people often need to play / work together to reach a shared outcome	<p>Pupils should have the opportunity to:</p> <ul style="list-style-type: none">• learn how to communicate their feelings about new experiences to others• recognise how others show feelings & know how to respond	
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