Brookside Primary School

National Curriculum links to EYFS

PSED progress model for knowledge and skills

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|  | **Expectations for Nursery** | **Expectations for Reception** | **ELG** | **Links to KS1** |
| **Self-regulation/Making relationships** | Can talk about the feelings ‘happy’ and ‘sad’ | Can talk about some feelings, such as ‘angry’, ‘scared’, ‘surprised’ and ‘excited’ | Continues to develop a wider awareness of their own feelings, such as ‘jealous’, ‘worried’ and ‘frightened’ | To be aware of synonyms for previously learnt feelings | **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly** **Show sensitivity to their own and to others’ needs** | Families and respectful relationships Can recognise how other people show their feelings and how to respond to them.Can Identify ways we can care for others when they are sad. Can explore the ability to successfully work with different people.Can explore the conventions of manners in different situationsCitizenshipTo know the rules in school. To know that voting is a fair way to make a decision. To know that some rules are made to be followed by everyone and are known as 'laws'. Can understand how democracy works in school through the school council. **Health and wellbeing**To know that certain foods and other things can cause allergic reactions in some people.To know that food and drinks with lots of sugar are bad for our teeth. |
| Recognises when they might be ‘happy’ or ‘sad’ | Can recognise when they feel some feelings, such as ‘angry’, ‘scared’, ‘surprised’ and ‘excited’ | Responds appropriately to some feelings | Recognises when they feel a wider range of feelings, such as ‘jealous’, ‘worried’ and ‘frightened’ | Responds appropriately to a wider range of feelings |
| Begins to understand how others might be feeling | Offers comfort when others are distressed | Recognise the feelings of characters in stories | Begin to understand their actions have a consequence | Recognise when and how they need to respond to a friend, showing sensitivity when needed | Can offer reasons for how a person is feeling |
| Celebrates accomplishments of goals | Beginning to develop an ‘I can’t do it yet’ attitude | Continue to develop an ‘I can’t do it yet’ attitude by doing something difficult that they want to achieve | Can persevere to reach their intended goal | Shows perseverance and resilience in the face of challenge | **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate** **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge** **Work and play cooperatively and take turns with others** **Form positive attachments to adults and friendships with peers** |
| Takes turns in 1:1 activities with support | Takes turns in small group activities with support | Takes turns in 1:1 and small group activities without support | Takes turns in games and group activities with support | Takes turns in games and group activities without support | Initiates unstructured play and accepts the roles of others  |
| Sometimes shares resources with adults | Knows to ask for adult support when needed | Helps to finds solutions to conflicts and rivalries, such as accepting that no everyone can be Spiderman | Suggests alternative ideas to solve problems | Negotiates and solves problems without aggression |
| Develops confidence with a familiar adult and separates from main care giver | Develops confidence to talk to familiar adults about interests and wants, such as asks for help | Begins to communicate in a socially acceptable way, e.g. by saying their name first or saying ‘excuse me’ | Develops confidence when speaking to unfamiliar adults | Can say when they do or don’t need help | Thinks about the perspective of others |
| Selects and uses resources independently to support their solitary play | Develops confidence to play alongside another child during self chosen activities | Starts to interact with others during play, engaged in the same themes | Starts to accept the needs and ideas of others during co-operative play | Initiates unstructured play and accepts the roles of others |
| Is able to focus on one activity  | Is able to focus on one activity and stop when asked to listen | Can shift focus of attention from one activity/instruction to another | Can complete a task and understand an instruction at the same time in 1:1 situations | Can complete a task and understand an instruction at the same time in group situations | **Give focused attention to what the teacher is saying, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions** |
| Can follow instructions involving 1-2 information carrying words | Can follow instructions involving 2-3 information carrying words | Can follow instructions involving 3-4 information carrying words |
| **Managing self** | Has an awareness of rules and routines | Begins to understand right and wrong with adult modelling. | Can increasingly follow rules independently | Have an awareness of rules and why we need to follow them. | Can remind friends of the rules when needed. | **Explain the reasons for rules, know right from wrong and try to behave accordingly** |
| See PD Skills Progression | **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices** |
| Is aware of healthy and unhealthy foodsIndependently accesses the outdoor area for exercise and knows why we need to exercise | Makes healthy choices  | Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands | Is able to explain the effects of exercise, sleep and reducing screen time | Can understand why they need to brush their teeth twice a day and the basic effects of unhealthy foods on their teeth |
| **Vocabulary** | PSHE: Feelings, healthy, unhealthySMSC: different, same, fair |  |