EYFS Progression in Learning Framework

Personal, Social and Emotional Development

Manor Park Primary School

Manor Park Primary School: Progression in Learning Framework - Personal, Social & Emotional Development

EYFS Statutory Educational Programme. The curriculum needs to include

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.

ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
Children at the expected level of development will: • **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 where appropriate** • **Give focussed 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**	Children at the expected level of development will: • **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**	Children at the expected level of development will: • **Work and play cooperatively and take turns with others** • **Form positive attachments to adults and friendships with peers** • **Show sensitivity to their own and others' needs**

Progression in Learning - Small steps Nursery to KS1

	Nursery			Reception			Interface with KS1
	Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	
SELF REGULATION	**Expresses emotions – *happiness frustration*, and a range of other feelings**	**Expresses a wide range of feelings in their interactions with others**	**Expresses a wide range of feelings - excitement, happiness, anxiety, and self-doubt** **Can sometimes say what has made them feel that way**	**Can identify a wide range of emotions – cross, worried, calm etc** **Can often say what has made them feel that way**	**Can talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried** **Usually manages their feelings and tolerates situations when their wishes cannot be met**	**Can understand their own feelings** **Identifies some ways to distract self and self-regulate, with some adult support - holding back, sharing, negotiation and compromise**	**Shows independence in identifying and talking about emotions and can self-regulate most of the time**
	Recognises 'uncomfortable' feelings	**Begins to be able to manage 'uncomfortable' feelings appropriately**	**Is sometimes able to manage 'uncomfortable' feelings appropriately without adult support**	**Can identify when something makes them uncomfortable and is beginning to communicate this**	**Begins to set own boundaries**	**Can set own boundaries and is mostly able to respect the boundaries of others**	**Respects the boundaries, wishes and feelings of others**

	Begins to be able to move away from chosen activity with adult support Is beginning to take part in adult led practical challenges (1:1 /small group) for a few minutes	Can sometimes move away from chosen activity, with some adult support Takes part in adult led practical challenges (1:1 / small group) for a few minutes	Is able to move away from chosen activity with some adult support Is beginning to take part in adult led practical challenges in a small group for a few minutes	Is able to take part in adult led practical challenges in a small group and in large group for a short period	Is able to give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed	Is able to give focused attention in adult led sessions Can direct attention as necessary in a range of contexts	Works in more extended adult led, whole class sessions, as well as in small groups
	Is beginning to recognise some feelings in others	Is beginning to understand how others might be feeling	Talks about how others might be feeling and responds using their understanding of the other person's needs and wants	Is beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed	Can recognise when and how they need to respond to a friend, showing sensitivity when needed	Thinks about the perspective of others Understands others' feelings, offering empathy and comfort	Thinks about and is able to talk about the perspective and feelings of others
	Can seek support from a trusted adult	Can explain what they do and don't like doing	Can identify what they need help with and seek support from an adult or another child	Can explain what they are good at and what they need to get better at	Can understand how they can improve	Has a positive sense of self and sees themselves as a valuable individual	Has respect for self
	Listens to others with some interest, sometimes distracted by other things	When hearing their name, can usually shift attention	Is beginning to be able to pay attention to more than one thing at a time	Can pay attention to more than one thing at a time	Understands how to listen carefully and why listening is important Usually respond appropriately even when busy	Listens out for instructions while busy Can respond appropriately even when busy	Can concentrate on the person talking and ignore background noises etc, not relevant to the situation
MANAGING SELF	Is confident in accessing some familiar resources independently Is becoming aware of their own unique abilities	Confidently accesses favourite resources and experiments with new ones, sometimes with adult support Enjoys being involved in daily tasks	Selects and uses a range of resources independently Shows confidence and self esteem, being outgoing towards people, taking risks and trying new things	Is confident in selecting from a wide range of activities and resources, usually independently Is willing to try new challenges	Seeks out opportunities to try new things Has a clear idea about what they want to do and how they want to go about it	Knows what they need to carry out their intended activity Can say what they are getting better at, describing themselves in positive but realistic terms	Chooses and uses appropriate resources to support learning Works independently
	Shows some satisfaction in what they have achieved through body language or talk	Is beginning to understand and work towards a simple goal and shows an awareness when this is achieved	Understands and works towards a simple goal and celebrates its accomplishment	Is developing resilience, trying to do something difficult which they want to achieve	Persists and perseveres to reach their goal Is usually able to wait for what they want	Shows persistence, perseverance and resilience in the face of challenge Can wait for what they want	Perseveres in a range of self-chosen and directed task and shows resilience

	Is beginning to understand right and wrong, with adult modelling	Can understand any negative behaviour choices they have made	Can increasingly follow rules independently Usually knows what is right and wrong	Is aware of, and follows, rules, and knows why rules need to be followed	Knows what is right and what is wrong and usually behaves accordingly	Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Follows rules; knows right from wrong, behaving accordingly
	Knows when they are tired, hungry Can attend to toileting and handwashing needs with adult help	Can usually tell adults when they are tired, hungry Can attend to toileting and handwashing needs, sometimes with adult help	Can tell adults when hungry, full up or tired, when they want to sleep, rest or play Can usually attend to own toileting needs Can wash and dry hands and understands why this is important	Can talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs	Expresses personal needs Usually accepts having to wait for a short time for needs to be met	Can accept having to wait a short time for needs to be met Has a consistent daily pattern for eating, toileting and sleeping and can explain why this is important	Confidently expresses own needs and accepts delay for needs to be met
	Is beginning to dress self with adult help	Dresses self with adult help	Dresses with help eg puts arms into open fronted coat when held up, pulls up own trousers, pulls up fastened zipper	Usually dresses self Pays regard to the order clothes need to be put on	Has some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer	Dresses independently Supports friends to dress if they need help e.g. in role play	Dresses self to suit the environment and situation
	Enjoys a range of familiar foods Feeds self competently	Enjoys a range of familiar foods and is willing to try some new foods	Has begun to understand that some foods are especially good for them eg fruit, milk	Expresses likes and dislikes in food Is beginning to understand that some foods are less healthy than others, but can be eaten in moderation	Eats a range of food and understands the need for variety in food Understands that some foods are less healthy than others but can be eaten in moderation	Understands the importance of making healthy food choice in their diet	Understands what a 'balanced diet' is
BUILDING RELATIONSHIPS	Shows an interest in other children and adults and seeks out others to share experiences	Plays alongside a friend, sharing experiences Seeks companionship from adults and other children Asks a trusted adult for help where there is a conflict	Can play in a pair/three, extending play ideas and sharing experiences Looks to a supportive adult for help in resolving conflicts Shows kindness to others	Can work in a pair or three to solve a problem with some adult support Is able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations	Solves problems co-operatively, resolving most conflicts themselves Has developed some ways of being assertive Is developing skills of negotiation and compromise, with some support	Uses what they have learnt about social interactions from close adults, in play and in relationships with others Can determine when a situation requires adult intervention	Builds a wide range of constructive and respectful relationships with others

	Is starting to understand they may need to wait their turn	Understands they may need to wait their turn, using props to support if needed	Understands they may need to wait their turn and is beginning to anticipate when this is	Understands they may need to wait their turn and can anticipate this, including in group time	Watches the person who is speaking and knows when it is their turn to speak	Takes turns with others in conversation in a range of contexts	Takes turn to support working well in a team
	Is beginning to recognise their friends' needs and ideas	Often recognises their friends' needs and shows some consideration of these	Shows increasing consideration of other peoples' needs and increased impulse control	Is beginning to show sensitivity to the needs of others and adjust their response	Shows sensitivity to the needs of others and is increasingly flexible and co-operative	Shows sensitivity to the needs of others, beyond own friendship group Has developed friendships with other children, helping them to understand different points of view	Respects and responds to the needs of others

Assessment: On track/not on track using best fit for each Milestone Descriptor – Personal, Social & Emotional Development	
Milestone 2	*I express a wide range of feelings in interactions with others. I begin to be able to manage 'uncomfortable' feelings appropriately. I can sometimes move away from a chosen activity, with some adult support. I take part in adult led practical challenges (1:1 / small group) for a few minutes. I am beginning to understand how others might be feeling. I can explain what I do and don't like doing. When hearing my name, I can usually shift attention.* *I confidently access favourite resources and experiment with new ones, sometimes with adult support. I enjoy being involved in daily tasks. I am beginning to understand and work towards a simple goal and shows an awareness when this is achieved. I understand any negative behaviour choices I have made. I can usually tell adults when I am tired, hungry. I can attend to toileting and handwashing needs, sometimes with adult help. I dress myself with adult help. I enjoy a range of familiar foods and am willing to try some new foods* *I play alongside a friend, sharing experiences. I seek companionship from adults and other children. I ask a trusted adult for help where there is a conflict. I understand I may need to wait my turn, using props to support if needed. I often recognise my friends' needs and shows some consideration of these*
Milestone 3	*I express a wide range of feelings. I can sometimes say what has made me feel that way. I sometimes manage 'uncomfortable' feelings appropriately without adult support. I can move away from chosen activity with some adult support. I am beginning to take part in adult led practical challenges in a small group for a few minutes. I talk about how others might be feeling and respond using my understanding of the other person's needs and wants. I can identify what I need help with and seek support from an adult or another child. I am beginning to be able to pay attention to more than one thing at a time.* *I select and use a range of resources independently. I show confidence and self-esteem, being outgoing towards people, taking risks and trying new things. I understand and work towards a simple goal and celebrates my accomplishment. I can increasingly follow rules independently. I usually know what is right and wrong. I can tell adults when hungry, full up or tired, when I want to sleep, rest or play. I can usually attend to my own toileting needs. I can wash and dry my hands and understand why this is important. I dress with help eg puts arms into open fronted coat when held up, pulls up own trousers, pulls up fastened zipper. I have begun to understand that some foods are especially good for them eg fruit, milk.*

	I can play in a pair/three, extending play ideas and sharing experiences. I look to a supportive adult for help in resolving conflicts. I show kindness to others. I understand I may need to wait my turn and am beginning to anticipate when this is. I show increasing consideration of other peoples' needs and increased impulse control.
Milestone 4	*I can identify a wide range of emotions. I can often say what has made me feel that way. I can identify when something makes me uncomfortable and I am beginning to communicate this. I can take part in adult led practical challenges in a small group and in large group for a short period. I am beginning to recognise when and how I need to respond to a friend, showing sensitivity when needed. I can explain what I am good at and what I need to get better at. I can pay attention to more than one thing at a time.* *I am confident in selecting from a wide range of activities and resources, usually independently. I am willing to try new challenges. I am developing resilience, trying to do something difficult which I want to achieve. I am aware of, and follow, rules, and know why rules need to be followed. I can talk about personal needs and wants with an adult and I am able to attend own toileting and handwashing needs. I usually dresses myself. I pay regard to the order clothes need to be put on. I express likes and dislikes in food. I am beginning to understand that some foods are less healthy than others but can be eaten in moderation.* *I can work in a pair or three to solve a problem with some adult support. I can resolve conflicts by myself where possible, returning to the secure base of a familiar adult for support in difficult situations. I understand I may need to wait my turn and can anticipate this, including in group time. I am beginning to show sensitivity to the needs of others and adjust my response.*
Milestone 5	*I talk about what helps me feel happy/calm/relaxed, when I feel sad/angry/worried. I usually manage my feelings and tolerate situations when my wishes cannot be met. I am beginning to set my own boundaries. I can give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed. I can recognise when and how I need to respond to a friend, showing sensitivity when needed. I can understand how I can improve. I understand how to listen carefully and why listening is important. I usually respond appropriately even when busy.* *I see out opportunities to try new things. I have a clear idea about what I want to do and how I want to go about it. I persist and persevere to reach my goal. I am usually able to wait for what I want. I know what is right and what is wrong and usually behave accordingly. I express personal needs. I usually accept having to wait for a short time for needs to be met. I have some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer. I eat a range of food and understand the need for variety in food. I understand that some foods are less healthy than others but can be eaten in moderation.*
Milestone 6	*I can understand my own feelings. I identify some ways to distract myself and self-regulate, with some adult support - holding back, sharing, negotiation and compromise. I can set my own boundaries, and I am mostly able to respect the boundaries of others. I can give focused attention in adult led sessions. I can direct attention as necessary in a range of contexts. I think about the perspective of others. I understand others' feelings, offering empathy and comfort. I have a positive sense of self and see myself as a valuable individual. I listen out for instructions while busy. I can respond appropriately even when busy.* *I know what I need to carry out my intended activity. I can say what I am getting better at, describing myself in positive but realistic terms. I show persistence, perseverance and resilience in the face of challenge. I can wait for what I want. I am aware of behavioural expectations and sensitive to ideas of justice and fairness. I can accept having to wait a short time for needs to be met. I have a consistent daily pattern for eating, toileting and sleeping and can explain why this is important. I dress independently. I support friends to dress if they need help e.g. in role play. I understand the importance of making healthy food choice in my diet.*

	I use what I have learnt about social interactions from close adults, in play and in relationships with others. I can determine when a situation requires adult intervention. I take turns with others in conversation in a range of contexts. I show sensitivity to the needs of others, beyond my own friendship group. I have developed friendships with other children, helping me to understand different points of view