



Personal, Social and Emotional Development Knowledge and Skills Progression in Reception

	Pre – Reception Baselines At age 3-4	Autumn Term	Spring Term	Summer Term
Self-Regulation (PSHE)	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested of them. Develop their sense of responsibility and membership of the 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.	Express their feelings and consider the feelings of others Identify their own feelings Develop turn-taking skills Develop appropriate ways to be assertive and solve conflicts. Can focus attention during short whole class activities Follow one step instructions	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Can focus attention in a whole class group for a teaching session Follow instructions of multiple steps	Completes set challenges/tasks independently. <u>ELG Self-Regulation</u> 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.
Managing Self (Science, PSHE, PE)	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Access, use and tidy resources independently Learn and remember class rules without needing an adult to remind them. Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Washes hands without reminders.	Show resilience and perseverance in the face of challenge. Know and talk about how to be a safe pedestrian Follows school and class rules and can talk about their importance. Develop independence when dressing and undressing for PE.	Manage their own needs independently-personal hygiene. Know and talk about how the different factors that support their overall health and wellbeing – regular physical exercise, having a good sleep, sensible amount of screen time, toothbrushing, healthy eating, being a safe pedestrian Demonstrate a ‘can do’ attitude



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	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.			<u>ELG Managing Self</u> 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.
Building Relationships (PSHE, PE, RE)		See themselves as a valuable individual. Talk about things they think they are good at or are proud of. Seek support from an adult and gain confidence to speak to peers Begin to make friendships	Express their feelings and consider the feelings of others. Work and play cooperatively and take turns with others.	Build constructive and respectful relationships. Develop the confidence to communicate with adults around the school <u>ELG Building Relationships</u> 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.