

Curriculum Progression Map for EYFS – Personal, Social & Emotional Development

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Characteristics of Effective Learning	Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go. Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do. Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving					
	Themes	All About Me/ Play	People Who Help Us/ Food	Light and Dark/ Staying Healthy	Animals/ Perfect Plants	Our Wonderful World/ Traditional Tales	Summer/ Moving On
Nursery	PATHS lessons	<u>Unit 1 Fostering Positive:</u> Circle Rules PATHS animals We all have feelings Twiggle Makes Friends	<u>Unit 2 Basic Feelings 1:</u> Happy Sad	<u>Unit 3 Basic Feelings 2:</u> Review Happy and Sad Angry Scared	<u>Unit 4 Self Control:</u> Twiggle learns to do Turtle Calm	<u>Unit 5 Sharing, Caring and Friendship:</u> Sharing and Caring	Review feelings: happy, sad, angry, scared, calm
	PSED	<p>Play partnering, intensive interaction, model how to use/play with equipment/resources, how to respect and tidy up the Nursery.</p> <p>I can say what I want e.g. asking for a toy</p> <p>I am beginning to understand I need to look after myself by washing my hands</p> <p>I can express my needs e.g. if I am hungry/thirsty</p> <p>I am playing on my own and alongside other</p> <p>I am creating attachments in school to peers and adults</p>	<p>Play partnering, intensive interaction, model how to use/play with equipment/resources, how to respect and tidy up the Nursery.</p> <p>I can talk about my emotions e.g. what makes me happy/sad</p> <p>I am playing on my own and sometimes with others.</p> <p>I am building friendships with others</p> <p>I am beginning to understand I need to look after myself by learning about healthy and unhealthy food</p> <p>Identify Society and Equality: Christmas</p>	<p>Play partnering, intensive interaction, model how to use/play with equipment/resources, how to respect and tidy up the Nursery.</p> <p>I can make simple decisions for myself.</p> <p>I am playing with peers and building friendships.</p> <p>School Rules – Respect, Care and Listen</p> <p>Identify Society and Equality: Chinese New Year theme in the home role play area</p> <p>I am beginning to understand I need to look after myself by</p>	<p>Play partnering, intensive interaction, model how to use/play with equipment/resources, how to respect and tidy up the Nursery.</p> <p>I am following the rules of my setting with reminders</p> <p>I seek out others to share experiences with</p> <p>Identify Society and Equality – Festivals: Easter, Ramadan, Eid</p> <p>Eid theme in the home role play area</p> <p>School Rules – Respect, Care and Listen</p>	<p>Play partnering, intensive interaction, model how to use/play with equipment/resources, how to respect and tidy up the Nursery.</p> <p>I am able to separate from close carers and explore new situations with support</p> <p>I am beginning to understand I need to look after myself by keeping safe, eating healthily, being hygienic</p> <p>School Rules – Respect, Care and Listen</p>	<p>Play partnering, intensive interaction, model how to use/play with equipment/resources, how to respect and tidy up the Nursery.</p> <p>I am becoming more outgoing with unfamiliar people within my setting.</p> <p>I can select and use activities and resources, with help when needed</p> <p>I ask questions about people – including their differences between me and them</p> <p>Taking part in Sports Day – Trying my best</p>

		School Rules – Respect, Care and Listen	story, concert and theme in the home role play area School Rules – Respect, Care and Listen	brushing my teeth and washing School Rules – Respect, Care and Listen			Transition to Reception School Rules – Respect, Care and Listen
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Reception	Themes	Marvellous Me	My World	Super Science	Living Things	Come Outside	Change
	PATHS lessons	<u>Unit 1 Fostering Positive:</u> Circle rules, PATHS animals, PATHS Friendship Child, Compliments 1. <u>Unit 2 Basic Feelings 1:</u> We all have feelings, happy, sad, Twiggle makes friends, compliments 2.	<u>Unit 3 Basic Feelings 2:</u> Mad or Angry 1, Scared or Afraid, My Feelings, Mad 2. <u>Unit 4 Self Control:</u> Twiggle learns to do Turtle part 1, Twiggle learns to do Turtle part 2, Turtle Technique Review	<u>Unit 4 continued Self Control:</u> Appropriate Turtles 1, Appropriate Turtles 2, Calm or Relaxed. <u>Unit 5 Sharing, Caring and Friendship:</u> Sharing and Caring 1, Sharing and Caring 2.	<u>Unit 5 continued Sharing, Caring and Friendship:</u> Twiggle's Special Day, Advance Compliments, Feelings Review. <u>Unit 6 Basic Problem Solving:</u> Making Choices, Solving Problems, Solving Problems with Friends.	PATHS <u>Unit 7 Intermediate Feelings:</u> Comfortable and Uncomfortable, Different Types of Feelings, Excited, Tired, Frustrated, Proud	PATHS <u>Unit 8 Advanced Feelings:</u> Love, Worried, Disappointed, Jealous, Furious, Guilt, Generous. <u>Unit 9 Wrap up:</u> PATHS review, Saying Goodbye, Ending and Transitioning and PATHS Party
	PSHE and Safeguarding Curriculum	Mental Health – Rules, friendships and control strategies Physical Health – Why exercise is important and how to keep us healthy	Identity society and equality – festivals Keeping safe – anti-bullying, visits from Police and GP	Safer Internet Day-Turn Off and Tell, keeping information safe Identify Society and Equality – Differences between ourselves and others, Chinese New Year	Physical Health – Healthy Eating Identify Society and Equality – Festivals: Easter, Ramadan, Eid	Keeping safe – Road safety, safety in public, safety in the water	Mental Health – Solving problems with friends
	Online Curriculum	Self-image and Identify	Online bullying Online relationships	Health, Well-being and lifestyle	Online Reputation Managing Online information	Privacy and Security	Copyright and Ownership
	PSED	I am beginning to talk about my emotions and manage them I am beginning to understand how others might be feeling through facial expressions and body language. I am developing my control and beginning to take turns. I can make simple decisions for myself	I can explain my emotions in more detail and five reasons for them e.g. I am sad because they took my toy I understand how others might be feeling through facial expressions and body language. I have a preference when playing	I can confidently talk about my emotions using words such as 'happy', 'sad', 'angry' or 'worried' I understand why we have rules The importance of exercise and healthy eating I am resilient when facing challenges	I moderate my feelings and emotions e.g. calming down after being upset I am assertive in appropriate ways and use talk to resolve conflicts I am confident when trying new activities I have multiple positive friendly relationships with children and adults in my setting	I can talk about my emotions and feelings and explain how and why I feel the way I do I can work towards goals and show patience towards others I can control my own behaviour without reminders from adults I show perseverance in the face of challenge	I can confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding I listen to my teacher and respond to them appropriately I follow instructions from my teacher, even when given several actions

		<p>I am following rules of my setting with reminders</p> <p>I understand I need to look after myself e.g. go to the toilet, stay hydrated, wash hands</p> <p>I am playing alongside others</p> <p>I ask questions about people – including their differences between me and them</p> <p>School rules: behavioural expectations, Reach for the Stars board, Clifton Champion, create a Class Charter</p> <p>What makes me special?</p>	<p>I am following rules more without reminders</p> <p>I am managing my own needs more frequently.</p> <p>I am playing with others and seek out experiences with them</p> <p>I understand the difference between an accident and on purpose</p>	<p>I know people should listen to me as I should listen to them</p> <p>I am beginning to find solutions to conflicts I am having</p> <p>I understand I need to look after myself by brushing my teeth, understanding how, why and when</p> <p>Set simple goals - New Year resolutions</p>	<p>I can think about the perspective of others</p> <p>I understand it is important to be kind to living creatures and taking care of animals</p>	<p>I know right from wrong and I try to behave accordingly</p> <p>I work and play cooperatively, including turn taking with others</p> <p>I show sensitivity to my own needs</p> <p>I understand I need to look after myself by keeping safe in water</p>	<p>I am managing my own basic hygiene and personal needs.</p> <p>I show confidence when playing and talking to adults and peers.</p> <p>I show sensitivity to others needs</p> <p>I can take part in Sports Day and understand that we have winners and losers but it is the taking part that counts</p> <p>Transition into Year 1</p> <p>I understand I need to look after myself by keeping safe in the sun</p>
	ELG Self-Regulation:	<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 					
	ELG Managing Self:	<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 					
	ELG Building Relationships:	<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. 					