

Personal, Social and Emotional Development Progression of Skills

Area of Learning	Autumn Feeling Safe	Spring Building on Trust	Summer Independence	ELG Children at the expected level of development will:
Self Regulation	<p>-to feel safe and secure to express their feelings through building trust in an adult.</p> <p>-to develop an understanding of emotions and name some.</p> <p>https://www.bbc.co.uk/cbeebies/joinin/talking-to-your-child-about-emotions</p> <p>-through stories and role play, small world play and puppets, re-enact different emotions.(E.g. Traditional Tales Little Red Riding Hood and the angry wolf)</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39</p> <p>-P4C on emotions through known stories. (Scarf – units Me and My Relationships)</p>	<p>-to understand other people as being different but the same through Woodford Bear and in our play and through stories.</p> <p>(Scarf – units Valuing Difference, Being My Best)</p> <p>https://www.bbc.co.uk/bitesize/topics/zms6jvh</p>	<p>-to be respectful of our environment i.e. the classroom and resources and understand why it is important to take turns, tidy up and wait patiently</p> <p>-to understand how we change as we grow and can do more that we weren't able to do before.</p> <p>(Scarf – units Keeping Safe, Growing and Changing)</p>	<p>-show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</p> <p>-set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>-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>
Managing Self	<p>-To belong to a group in the classroom and within school using Buddies meeting children at the gate to bring them into the classroom</p> <p>-to encourage an understanding of diversity within the class by using Woodford Bear who visits homes for the weekend and shared on Monday – throughout the year</p> <p>-To feel safe and secure knowing the routine of the day using a visual timetable</p> <p>-To understand consequences and rewards through visuals on behaviour chart, celebrating achievements through class marble jar.</p> <p>-To plan around individual children's interests and put into provision, supporting their sense of self e.g. gingerbread men playdough</p> <p>-To develop executive function skills, allow children to keep their construction models and buildings for the week to come back to.</p>	<p>-Buddy play events including Easter workshop</p> <p>-support children through observation and interaction in provision</p> <p>-encourage children to challenge themselves in their area of need i.e. self help skills or sharing.</p>	<p>-begin a transition into year one through regular visits into class and Miss Naish visiting in provision to get to know children</p> <p>-Cooking, understanding what it is to be safe, hygienic and eat healthy food choices.</p>	<p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules know right from wrong and try to behave accordingly.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

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	<ul style="list-style-type: none"> -Encourage a 'sense of self' through All About Me sheets from parents during the transition to reception. -Through play and provision, help develop problem solving skills. -Through timetabled 'Review of the Day' at the end of each day, talk about things gone well, could be better, who helped, what skills did you practise etc. 			
Building Relationships	<ul style="list-style-type: none"> -Through Transition and planning and observation begin to build relationships with other class members and adults through circle times, Welcome Songs and class parachute games. -Use All About Me sheets to understand each others names, pets Family members?. -begin to build respect and inclusion through a provision that reflects children's personal interests. -Allow children time in independent play to get to know each other. -have a high expectation for children to follow instructions and behaviour, establishing routines, class rules and school rules. -Through small adult led group board games, encourage turn taking, sharing, winning and losing. -Develop family relationships with the school through the use of Tapestry, regularly sharing photos and updates of child's learning journey. -to develop relationships with parents, invite parents into the setting for Play Dates each term. -establish and develop a relationship with Buddies throughout the year. 	<ul style="list-style-type: none"> -encourage children to listen to staff and each other when somebody is talking. -model what to do and say in play to encourage sharing and cooperating with peers. -through P4C (e.g who would make a good friend and why? Using a variety of figures princess, witch, dragon, superhero) and stories, develop an understanding of other points of view and challenge what they are thinking. 	<ul style="list-style-type: none"> -Scarf – units Rights and Respect -getting to know Miss Naish in Year 1 through stories and provision in Lower Woodford. -through Welly Walks and Outdoor Nature Friday's, give the opportunity for children to develop their friendships and develop a sense of a team. -through a changing provision in the summer term, children are able to access board games independently, playing with other children, taking turns and following rules. -through growing independence children may be more flexible and co-operative and are more able to understand other people's needs, wants and behaviours. -is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. 	<ul style="list-style-type: none"> -Work and play co-operatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others needs.

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<p>Texts & Resources</p>	<p>coram SCARF Life Education</p>	
<p>Daily Routines & opportunities</p>	<p>Woodford Bear, Buddies, Worship, Celebration Assembly, Marble Jar Class Reward, Team Points, Visual Timetable, Provision, Calendar for personal and special events like Birthdays, School Values, personal hygiene i.e. washing hands before snack and lunch, Healthy Snack and lunch, regular exercise through PE and Gym and body movement to enable body awareness changing environments throughout the year.</p>	
<p>Vocabulary</p>	<p>Sad, angry, scared, worried, happy, excited, nervous, anxious, pleased, upset, proud, Community, belong, friend, share</p>	