



Newbold & Tredington CofE Primary School and day Nursery Progression in Learning Framework - Personal, Social & Emotional Development



COMMUNICATION & LANGUAGE & EXPRESSIVE ARTS & DESIGN	Communication & Language underpins the EYFS curriculum and is fundamental in the development across all areas.					
Personal, Social & Emotional Statutory Guidance - EYFS Framework	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.					
Non Statutory Guidance - Development Matters	3-4 YEARS			RECEPTION		
Where children are emerging, we plan for them using Birth to Three. We may use 'Birth to Five Matters' to support our planning if smaller steps are needed.	<ul style="list-style-type: none"> - 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 to them. - Develop their sense of responsibility and membership of a 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. - 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. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Use longer sentences of four to six words. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing 			<ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs. - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 		

	AUTUMN		SPRING	SUMMER	AUTUMN		SPRING	SUMMER	
Sense of Self Self Regulation Building Relationships	Name different feelings and share their experiences of them:		Explore how others may be feeling with an adult using stories and play situations.	Know how to talk about how others may be feeling using pictures/puppets (etc) to help them.	Know how they feel at different times and can explain why.		Talk about feelings/ emotions in stories and events around them.	Talk about their own actions and know some consequences for others in the setting.	Confident in the things they feel and how their actions can make others feel.
	happy, sad, angry/cross.	happy, sad, angry, cross, frightened, scared, loved (The Colour Monster)		happy, sad, angry, cross, frightened, scared, loved (The Colour Monster) excited, upset, worried, confused (Mixed Up Monster),					



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Sense of Self Self Regulation Building Relationships	<p>Respond to an adult through actions. (e.g. put coat on peg with help, wash hands with help)</p> <p>With adult support, become familiar with key routines: coming into setting, carpet time/registration, snack time, lunch</p>	<p>Be aware of visual and verbal cues to sequence routines of session. (split into small parts)</p>	<p>Follow visual and verbal cues to sequence routines of session.</p>	<p>Respond to a verbal or visual reminder.</p> <p>Know that sometimes we have to change our routines.</p>	<p>Follow verbal and visual instructions to learn new routines.</p>	<p>Follow visual and verbal cues to sequence everyday routines</p>	<p>Know how to sequence everyday occurrences (e.g. getting dressed, washing hands, getting ready for snack time/ home time)</p>	<p>Adapt to changes in our routines.</p>	<p>Follow some new routines during our visits to Tredington.</p> <p>Listen in a whole school assembly during our visits to Tredington.</p>		
	<p>Play with an adult, taking turns and sharing with guidance, such as, 'yours', 'mine'.</p>	<p>Play with others, sharing / taking turns with guidance such as, 'yours', 'X's' Ask a familiar adult for help to solve a problem in play.</p>	<p>Sometimes need help to share and take turns.</p>	<p>Ask someone when they need help.</p>	<p>Use some kind choices when they play and work with others.</p> <p>Share toys and equipment with some other children.</p> <p>Take turns in a game.</p>	<p>Know a way to feel calm.</p>	<p>Share toys and equipment with others.</p>	<p>Listen, share and help others including helping the grown ups in the setting.</p>	<p>Know a way that can help me when I feel a certain way.</p> <p>Negotiate and show patience in choosing and deciding roles with others.</p>	<p>Solve problems in play without support.</p>	<p>Be confident in the things I do and feel and have some strategies to help manage feelings.</p>
	<p>Come in with a familiar adult from the setting.</p> <p>Find their own coat peg in setting.</p>	<p>Come into Nursery independently</p> <p>Find their own items: wellies, water bottle.</p>		<p>Help new chn to Nursery/ who are visiting to explore their new setting.</p>	<p>Know the different areas within classroom (inside and outside).</p>		<p>Know some of the adults in my school. (Tredington site)</p>			<p>Visit and explore the new pat Tredington with their familiar adults.</p>	
	<p>Access some areas of the setting independently and others with adult support.</p>	<p>Access their favourite resources/equipment/areas independently.</p>		<p>Access new resources/ equipment/areas independently.</p>	<p>Choose their own learning.</p>		<p>Find the resources that they need, sometimes with a reminder. e.g what 3 things do we need?</p>	<p>Get their things ready for the activity or next event: Find the resources they need,</p>			



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Sense of Self and Self Regulation Building Relationships	Hear 'ready, safe, kind' in the setting.	Say our rules are 'ready, safe, kind'.	Know a strategy to keep myself safe: get help from an adult	Show that they can be ready at times during the session. (with a verbal/visual reminder)	Know our three school rules: ready, safe, kind. Know an example of what these look like inside and outside.	Greet their friends and familiar adults when they come into school.	Know a series of safe strategies when I don't like something e.g: "Stop I don't like that"/get help from an adult	Remind and help others to be: ready, safe, kind.	Know why it is important to be: ready, safe, kind.
	Know some people who keep them safe in Nursery.	Meet some other people who visit Nursery.	Know some people who keep them safe in the community. (Visitors and on visits we make)	Know who will keep me safe in Reception.	Know the names of who will keep me safe at school. (Newbold site)	Find out more about how people in the community help keep us safe. (Including some of the adults from Tredington site, other visitors and on visits we make.)		Know who will keep me safe and help me at Tredington.	
	With support -put their belongings away			Try to get their things ready. e.g to put on coat, change wellies/shoes, use the toilet, wash and dry my hands etc	Put their belongings away.	Put their belongings away independently.		Keep track of my belongings during the day.	
		With support -put their coat on. -undo their shoes (velcro fastening) put on wellies, with support put their shoes back on.	Undo shoes (velcro fastening) put on wellies and back again, with support to find the correct feet. Try to put own coat on, sometimes needing help to find the second arm, or using over the head method. Pull up zip after an adult has fastened it	Attempt to change themselves if they need to get changed..		Attempt zips, buttons, gloves and use cutlery with some success.	Manipulate clothing and am becoming consistent in fastening.	Get their things ready for the activity or next event: Find the resources they need, fasten coat, listen in a range of activities, snacks and lunch times, organise belongings	
	Ask/take themselves to the toilet, sometimes with support.	Know when they need to go to the toilet.	Manage their own toileting needs most of the time.	Manage their own toileting needs consistently as they move through the year.					



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Sense of Self and Self Regulation Building Relationships	Wash and dry their hands with some support.		Wash and dry their hands with a prompt	Know when they may need to wash and dry my hands and clean my teeth.	Wash and dry their hands independently.	Find out more about how people in the community help keep us healthy.		Know different ways to keep healthy: -some of the things that happen to my body when I exercise. -Sort and explain some foods.	Practice different ways to keep myself healthy.
	Talk about themselves: things they enjoy, talking about their appearance in a mirror, name who is in their family.	Talk about themselves: things they can do	Talk about themselves: families (SCARF), your home/their home.	Try new activities. Practise some things that they find difficult.	Talk about themselves - things they like/dislike, things they are good at and their family and friends.	Talk about themselves - their home, things they can do now, things they want to do next.	Persevere and find different ways to carry out their own learning. Know the roles different people in my community have.	Know some similarities and difference between myself and others in different places. Share their strengths and start to talk about what they find hard. Make links to themes from stories and non-fiction, such as bravery and difficult choices, and their own experiences.	Show concern and care for their school and others: Recognise how others are feeling and can talk about how they can get help. Be ready for the transition to Tredington.
		Notice differences between people: things we wear, how we celebrate	Notice differences between people: families (SCARF), homes			Know some similarities and difference between themselves and others in Ruby Class.	Identify some similarities and differences between themselves and others.		
		Begin to build play with one or two other children.	Take part in setting up role play/ other play activity with an adult.	Play with others for a more sustained time.	Try some ideas modelled by an adult, such as: playing positively together, finding alternative toys to solve conflict.	Share experiences with the children in Ruby Class. Invite others to join play/include others in play.	Listen, share and help others including helping the grown ups in the setting.	Negotiate and show patience in choosing and deciding roles with others.	Solve problems in my play without support.



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	Put the item they have been using/ playing with away at tidy up time with support/ together.	Carry out a task such as choosing a story for everyone to share/carry resources for a group (when asked).	Put the item they have been using/ playing with away at tidy up time.	Tidy other resources or equipment when given as a task.	Know some ways to look after plants and animals.	Know some ways to look after: -their family and friends -children and adults at Nursery -the things around them	Join in with tidying toys and equipment.	Show others how to tidy.	Help others to tidy.	Take on a role to help care for my school and others.
Key Vocabulary	Like, dislike, favourite, Play, share, take turns, help, listen, me, my, family names, friends, Nursery, Reception, Ruby Class, Year one, Sapphire Class, Newbold, Tredington, staff names and roles, where we are, community, community roles of visitors/chn's interests, Ready, Safe, Kind, School rules, sorry, repair, feel, emotions, feelings (see above), same, the same, not the same, similarities, different, differences, keep on trying, persevere, resilient, goal. Healthy, unhealthy, exercise, sleep, rest, a healthy mind, calm time, quiet time, types of food/exercise used.									