EYFS Curriculum Progression – Personal, Social and Emotional Development

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| **Educational Programme**  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. | | | | | |
| 2-3 year olds (Nursery 0 & 1) | 3-4 year olds (Nursery 2) | | | 4-5 year olds (Reception) | |
| Curricular Goals and Milestones (Steps to Success) | | | | | |
| **Seeks out companionship with adults and other children, sharing experiences and play ideas.**   * Children make a strong relationship with their key person, using them as a ‘secure base’ throughout the session, as/when needed. * Shows interest in what others are playing and sometimes joins in. * Watches what friends are doing and can give and receive objects to another person.   **Express my own feelings to others.**   * Will approach a familiar adult when upset, excited or want to play. * Display a big range of emotions using crying, gestures and vocalisations to express their needs and feelings. * Express positive and negative feelings through actions and behaviours.   **Show confidence in new social situations.**   * Take part in familiar activities alongside their key person. * Children begin to explore a wider range of activities. * Children are curious about the environment and with support being to explore.   **Develops some independence in self-care and shows awareness of routines such as handwashing and toothbrushing, often still needing adult support.**   * Attempts to communicate toilet needs. * Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder or bowel urges. * Helps with care routines, enjoying the rituals established for hand washing and teeth cleaning. | **Can play cooperatively with others.**   * Children take part in pretend play, communicating and beginning to negotiate with their friends. * Plays with one or more children in a small group. * Seeks out companionship with adults and other children, sharing experiences and play ideas.   **Can talk about their own feelings and the feelings of others.**   * Identify feelings in themselves and others. * Can talk about a range of feelings. * Express my own feelings to others.   **Be confident to have a go and try new things**   * Being willing to have a go at new activities or explore new activities within the environment. * Become more outgoing with unfamiliar people. * Show confidence in new social situations.   **Make healthy choices about food, drink, activity and toothbrushing.**   * Observes and can describe the effects of physical activity on their bodies. * Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. * Develops some independence in self-care and shows awareness of routines such as handwashing, and toothbrushing, often still needing adult support. | | | **Develop friendships with other children, showing cooperation and resolving any conflicts.**   * Can take turns when playing with others, listening to their ideas. * Can play with one or more children, extending and elaborating on play ideas. * Can play cooperatively with others.   **Show empathy to others.**   * Understands the feelings of others and how to respond thoughtfully. * Can talk about their own feelings and feelings of others. * Can identify and express their own feelings.   **Show resilience and perseverance in the face of challenges.**   * Show confidence in choosing resources and perseverance when carrying out an activity. * Be confident in the familiar school environment. * Be confident to have a go and try new things.   **Know how and why to look after their bodies and can manage own self-care.**   * Show an understanding of healthy foods. * Toilet independently and manage hygiene e.g. hand washing * Make healthy choices about food, drink, activity and toothbrushing. | |
| Statutory End of EYFS Assessment: Early Learning Goals | | Links to Year 1 / Key Stage 1 | Characteristics of Effective Learning | | Key Vocabulary |
| Self-Regulation ELG  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 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.  Managing Self ELG  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.  Building Relationships ELG  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 to others’ needs. | | * Relationships – How behaviour effects others; being polite and respectful. Feeling cared for. * Health and Well-being – Keeping Healthy; Recognising what makes them unique and special; feelings; managing when things go wrong. | Playing and Exploring   * Finding out and exploring * Playing with what they know * Being willing to ‘have a go’   Active Learning   * Being involved and Concentrating * Keeping on trying * Enjoying what they set out to do.   Thinking creatively and critically   * Having their own ideas * Making links * Working with ideas | | Family - Mum, dad, sister, brother, Grandma, Grandad  Feelings – Happy, sad, angry, scared, worried, calm, love.  Self care – wash, toilet, flush, potty, brush, nappy, pants, tired, sleep, hungry, full up, rest, soap, sweat, hot, cold, breathe, healthy, body  Play, share, take turns, ideas, try, persevere, vote, choice, right, wrong, celebrate, friend. |

“Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.”

Te Whāriki Early Childhood Currciulum