

## Harlington Lower School

### Reception Curriculum Progression

#### Personal, Social and Emotional Development



Personal, Social and Emotional Development– Statutory Framework for the Early Years Foundation Stage

*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.*

Autumn	Spring	Summer
<u>Self-Regulation</u>		
<ul style="list-style-type: none"> <li>To recognise different emotions using the display to support</li> <li>To place their name card in to the tub which matches their current emotion</li> <li>To talk about their feeling using basic language; sad, happy, angry, etc</li> <li>To notice that their friend may be sad, excited, frustrated, etc.</li> <li>To begin to consider the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>To identify their own emotions</li> <li>To describe to an adult why they may be feeling sad, excited, frustrated, etc.</li> <li>To understand why their friend may be sad, excited, frustrated, etc.</li> <li>To show empathy towards their friends</li> <li>To understand and be able to use a range of Stormbreak activities to regulate their emotions</li> </ul>	<ul style="list-style-type: none"> <li>To moderate their own feelings and emotions</li> <li>To control their emotions using a range of techniques known to them</li> <li>To maintain focus during extended whole class teaching and assemblies, demonstrating appropriate behaviour</li> <li>To confidently use a range of Stormbreak activities, appropriate to their needs, to regulate their emotions</li> </ul>

<ul style="list-style-type: none"> <li>To begin to participate in Stormbreak activities</li> <li>To adapt their behaviour to classroom situation</li> </ul>	<ul style="list-style-type: none"> <li>To adapt their behaviour in and around school</li> </ul>	<ul style="list-style-type: none"> <li>To know that all their behaviour has consequences</li> </ul>
<p style="text-align: center;"><b><u>Managing Self</u></b></p>		
<ul style="list-style-type: none"> <li>To wash hands independently</li> <li>To put coat on independently and with support practise pulling zipper/doing buttons up</li> <li>To put on/take off shoes independently (using Velcro with ease)</li> <li>To use the toilet independently</li> <li>To tell an adult their lunch option</li> <li>To follow routines around morning snack, selecting and peeling fruit with support (as needed)</li> <li>To pack/unpack bookbag each day</li> <li>To know and begin to follow class rules</li> <li>To explore different areas of the classroom</li> <li>To have confidence to try new activities</li> <li>To show how to use a toothbrush on dolls/babies in roleplay</li> </ul>	<ul style="list-style-type: none"> <li>To button up uniform independently</li> <li>To pull up/down zipper on coat independently</li> <li>To select own morning snack and pour own drink (milk, water), peeling fruit independently</li> <li>To remember to take home models, pictures independently</li> <li>To try new foods, e.g. noodles, prawn crackers, chapatis etc.</li> <li>To identify, name and sort healthy foods</li> <li>To follow class rules and live examples of our values</li> <li>To talk about why we need to brush teeth</li> </ul>	<ul style="list-style-type: none"> <li>To manage own basic needs independently</li> <li>To understand the importance of healthy food choices</li> <li>To show a 'can do' attitude, persevering with challenge</li> <li>To talk about what impact healthy food has to our bodies, including good oral hygiene</li> </ul>
<p style="text-align: center;"><b><u>Building Relationships</u></b></p>		
<ul style="list-style-type: none"> <li>To begin to develop new friendships</li> <li>To play alongside children who are playing with the same activity</li> <li>To gain confidence to speak to adults, including lunch staff</li> </ul>	<ul style="list-style-type: none"> <li>To build upon new friendships</li> <li>To consider their friend's ideas, during play</li> <li>To begin to work as a group with support, e.g. shared writing or shared art work</li> </ul>	<ul style="list-style-type: none"> <li>To have strong friendships</li> <li>To work cooperatively as a group and practice the values of friendship and cooperation in their play</li> </ul>

<ul style="list-style-type: none"> <li>• To ask adults for help, when needed</li> <li>• To begin to build positive relationships with all adults who work in Oak class</li> <li>• To begin to take turns and share with adult support</li> <li>• To begin to welcome praise</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to the ideas of other children and agree on a solution and compromise</li> <li>• To use taught strategies to support turn taking and sharing, with support as needed</li> <li>• To work hard, knowing that their efforts will be praised</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to develop relationships with other adults around the school, in aiding transition</li> <li>• To have confidence to communicate with adults around the school</li> <li>• To take turns and share with their peers</li> <li>• To take steps to resolve conflict</li> </ul>
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