

# Progression in Personal, Social and Emotional Development EYFS (Reception)

Share fiction and non-fiction texts (songs, poems and rhymes) to include characters experiencing different situations and expressing different emotions. Discuss children's experiences and relate to real life and everyday experiences for others.

JIGSAW programme (see half termly planning for themes )



## Self Regulation

**Autumn**

**Spring**

**Summer**

See themselves as a valuable individual.  
Identify and moderate their own feelings socially and emotionally.



Getting to know each other. Settling into new school routines. Learning to share resources, space and adult time. Name some feelings and talk about what we enjoy and like to do.

Children learn to name their emotions and connect feelings to situations. They practice ways to deal with negatives emotions and continue to build understanding of our school rules. Make simple goals and talk about our strengths.

Make good behaviour choices and talk about right/wrong choices and how they impact on others. Listen attentively and respond to the wishes and needs of others. Follow school rules and routines and carry out instructions set. Be able to wait for your turn patiently.

### ELG—Self Regulation

- 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

Manage their own needs. Show resilience and perseverance in the face of challenge.



Settling into new school routines. Using the toilet independently and managing own hygiene needs. Practising good hand washing routines. Putting on a coat, shoes and wellies.. Learning to sit at a table and eat snack. Using new resources and exploring new surroundings. Follow some simple class rules.

Showing confidence when trying new activities and being willing to have a go. Continue to build understanding of why we have rules and how to keep ourselves and others safe. Follow school rules. Trying new foods. Doing up buttons and practising dressing/undressing for PE/activity.

Confidently explain why we have rules and how we keep safe. Know right from wrong and understand how your own behaviour impacts others. Make good food choices and talk about good dental hygiene. Talk about things that we are good at/need to practice. Keep trying showing resilience.

### ELG: Manage Self

- 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

Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspective of other.



Getting to know each other. Children talk about themselves using All About Me books. Children learn to use resources together and share space and time with adults. Children start to build positive relationships with staff.

Children listen to others and make connections between themselves and peers. Explore the idea of help and support within our home, school family and wider community. Learn to share resources and wait for your turn.

Different types of relationships. Listen to what others think and learn to agree/disagree. Learn to share and turn take and resolve conflict through talk and negotiation. Understand that friends may have different needs to your own and identify how you can help them.

### ELG: Building Relationships

- 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.