

Penketh South Early Years – Personal, Social and Emotional Development Progression of Knowledge and Skills

Curriculum Area	Autumn			Spring			Summer		
	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years
Self Regulation	<ul style="list-style-type: none"> I can express positive and negative feelings through actions and behaviours. Is starting to express basic feelings (happy, sad) with support. I can choose between two options (e.g., red ball or blue ball). I am beginning to follow simple routines (e.g., snack after play). 	<ul style="list-style-type: none"> I know I can make decisions about I am beginning to know and understand the routine of the day. Follow familiar routines confidently. Identify own feelings with words (happy, sad). 	<ul style="list-style-type: none"> I can contribute to group time, talking about my ideas, emotions and experiences. I know that some behaviour is unacceptable. I know the routine of the day. I can follow a simple two part instructions with help and prompts. I can understand and talk about feelings of self and others. I can follow daily routines independently I am beginning to manage emotions with strategies. 	<ul style="list-style-type: none"> I know more steps (e.g., after story, go outside). Show awareness of others' feelings with adult help. I can make simple choices (toy, book). I can listen and respond to talk when playing alongside adults or peers. 	<ul style="list-style-type: none"> I know how to relate my feelings to a picture or photo, using some words such as happy or sad. I know what comes next in the routine of the day. I can follow a simple verbal instruction without a visual prompt. I am beginning to manage emotions with adult help. 	<ul style="list-style-type: none"> I can express and describe my feelings with a simple explanation of why. I can try to comfort others if they are hurt or upset. I know how to follow a two part instruction. Can show resilience and persistence in tasks. Set and work towards simple goals. I am beginning to manage own emotions in familiar situations. 	<ul style="list-style-type: none"> I can make own choice confidently (e.g., choose a game for outside). I can predict next steps (e.g., wash hands before lunch). Is starting to talk about feelings using words. 	<ul style="list-style-type: none"> I know how to express my feelings using words such as happy, sad, fine. I can show confidence in new social situations. I know that my actions can affect the feelings of others. I know how to follow a simple two part instruction with help and visual prompts. I can show confidence in own abilities. 	<ul style="list-style-type: none"> I can understand my feelings and others feelings. I know how to respond to feelings appropriately I can follow several ideas and instructions at once. I understand rules and routines and why we do them. Demonstrate confidence and self-esteem. Is able to manage emotions and behaviour in different situations. Is able to direct attention and stay focused on tasks.
Managing Self	<ul style="list-style-type: none"> With lots of help: I can hang coat 	<ul style="list-style-type: none"> I know how to follow simple routines, e.g. 	<ul style="list-style-type: none"> I can make healthy choices with 	<ul style="list-style-type: none"> With some help: I can put my coat 	<ul style="list-style-type: none"> I know how to tidy away resources. 	<ul style="list-style-type: none"> I know some ways to keep my body healthy, 	<ul style="list-style-type: none"> I can hang coat or hat on peg by 	<ul style="list-style-type: none"> I know how to tidy up independently. 	<ul style="list-style-type: none"> I can persevere and show resilience in

	<p>with adult support.</p> <ul style="list-style-type: none"> I can help put toys in box together with an adult. I can engage in symbolic play. I can feed myself using spoon or a fork. 	<p>hanging coat on peg.</p> <ul style="list-style-type: none"> I know how to tidy away with adult support. I know I can make choices about where to play. I know how to wash and dry my hands. I know how to put an apron on. 	<p>adult support.</p> <ul style="list-style-type: none"> I can change my shoes independently. I can use a range of fastenings in clothing - on suits and wellies I know how to look after resources in my classroom. I know when I need to brush my teeth. I notice risk in my play. I am happy to eat in the dinner hall. 	<p>on peg after play.</p> <ul style="list-style-type: none"> I can put some toys away with guidance. Is beginning to manage simple personal needs (e.g., handwashing). 	<ul style="list-style-type: none"> I can select and use some activities with support. I know to ask for help with basic hygiene needs. I know that it is important to change into wellies for outdoor play and can do this without help. Can show growing independence in personal care (toileting, dressing). Is beginning to set simple goals (e.g., build a tower). 	<p>including oral hygiene.</p> <ul style="list-style-type: none"> I can help others to use resources. I know the importance of keeping trying when I am trying to achieve a goal. I can begin to assess risk. I can set the dinner hall with the appropriate utensils. Can take responsibility for personal needs. 	<p>themselves</p> <ul style="list-style-type: none"> I can tidy toys mostly on their own. 	<ul style="list-style-type: none"> I know how to put my coat on. I can select and use a range of activities independently I know some foods that are healthy. I know what toothbrushes and toothpaste are for. I understand healthy choices (food, hygiene). 	<p>challenging situations.</p> <ul style="list-style-type: none"> I know how to keep my body safe and healthy. I can use a knife and fork to eat with. I can reflect on my achievements with pride. I know how to fasten my coat. I can show understanding of healthy lifestyle choices.
<p>Building Relationships</p>	<ul style="list-style-type: none"> Is beginning to form warm relationships with familiar adults. I can copy everyday adult activity. I can play contentedly near other children 	<ul style="list-style-type: none"> I know I can go to a familiar adult for support. I know how to play alongside other children for short periods. I know how to take turns when playing with an adult 	<ul style="list-style-type: none"> I can talk about my likes and dislikes. I can talk about my family. I can develop new relationships. I know who can help me in the event of conflict. I can build secure relationships 	<ul style="list-style-type: none"> I can engage in short turn-taking activities with adult support. I am beginning to notice others' feelings (e.g., comfort crying peer). I can use simple phrases to express likes/dislikes. 	<ul style="list-style-type: none"> I know how to play with another child. I know I can go to any adult in my setting for support when upset or frustrated. I can take turns in small group games with support. I can show awareness 	<ul style="list-style-type: none"> I know how to share resources with others. I can share my ideas and what interests me. I know some vocabulary to help resolve conflicts, e.g. sorry, that made me feel... Is beginning to resolve 	<ul style="list-style-type: none"> Show confidence in exploring with adult nearby I can participate in simple group activities with support. I am showing emerging empathy 	<ul style="list-style-type: none"> I can be confident to meet unfamiliar people in a safe setting. I know what it means to be kind I can persist with tasks when challenged. I can resolve simple conflicts with support. 	<ul style="list-style-type: none"> I know how to work and play cooperatively, taking turns. I can build respectful relationships. I show that I am kind. I know some ways to resolve conflicts.

	<p>(parallel play)</p> <ul style="list-style-type: none"> • Is starting to express basic needs (e.g., “drink”, “help”). • I can show interest in other children but limited interaction. 	<ul style="list-style-type: none"> • Can form friendships with peers. • Is beginning to share and take turns with support. • I can start to talk about likes/dislikes. 	<p>with adults and peers.</p> <ul style="list-style-type: none"> • I Understand classroom routines and expectations. • I am beginning to take turns without constant adult support. • I can express needs and feelings clearly. 	<ul style="list-style-type: none"> • I can seek adult reassurance in new situations. 	<p>of others’ feelings and respond appropriately.</p> <ul style="list-style-type: none"> • Is beginning to negotiate in play (e.g., “I’ll be the driver”). 	<p>conflicts independently.</p> <ul style="list-style-type: none"> • I can work collaboratively on shared tasks. • I can show empathy and offer help to peers. • I can negotiate roles and ideas in play. 	<p>(e.g., offering a toy).</p> <ul style="list-style-type: none"> • I am beginning to manage transitions with adult help. • I can use basic social language (“please”, “thank you”). 	<ul style="list-style-type: none"> • I can play cooperatively in small groups for sustained time. • I can form friendships and show preference for certain peers. • I can show pride in achievements and sensitivity to others’ success. 	<ul style="list-style-type: none"> • I respect the ideas of others. • I can demonstrate independence in managing emotions and behaviour.
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