

Woodseaves CE Primary Academy EYFS Personal, Social and Emotional Development Progression

Early Learning Goals			
	Self -Regulation	Managing Self	Building Relationships
	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others needs.</li> </ul>
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<b>Self Regulation</b>	<p>Talk about feelings – happy, sad, angry. Choose what they need to complete a short-term goal. Start to follow instructions. Keep trying when they find something difficult. Start to sit and listen with increasing consistency during adult focus times.</p>	<p>Identify a range of different feelings. Say how others are feeling based on their expressions and actions. Say what they are good at and what they would like to improve, Show resilience and perseverance when they face a challenge. Follow simple instructions on the first time of being asked. Sit and listen during adult focus time. Follow instructions with two or more parts.</p>	<p>Say how they and others are feeling. Show own understanding of feelings by changing own behaviour. Use different strategies to control own emotions. Set personal goals. Wait for requests and needs to be met. Listen to and respond to adults. Follow instructions, with several parts, accurately.</p>
<b>Managing Self</b>	<p>Become increasingly confident when things are new (dealing with transition). Start to try new activities. Show an awareness of rules and how to behave in the classroom. Use the toilet independently. Put on and take off own socks and shoes. Start to know ways to stay healthy with food.</p>	<p>Keep on trying even when something is challenging. Be aware of, and follow, the school rules and understand why we have school rules. Talk about what is right and wrong. Explain how to keep themselves healthy e.g. diet, oral health, hand washing, exercise.</p>	<p>Try new activities, Show resilience when things are difficult. Explain and follow rules within the classroom and school. Show an understanding of right and wrong through own behaviour. Manage own basic hygiene and personal needs e.g. toileting and dressing. Explain healthy good and choose it independently.</p>
<b>Building Relationships</b>	<p>Play with one or more children cooperatively. Start to talk about they way they feel.</p>	<p>Play with a small group of children, sharing ideas. Express and identify my feelings.</p>	<p>Work with others in a group. Play with others, take turns and share.</p>

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	<p>Start to form good relationships with the familiar adults in my class. Express basic needs to familiar adults.</p>	<p>Use words to help solve conflicts with others. Work well with others, listening and sharing ideas. Show friendly behaviour in the classroom and around school. Develop friendships with lots of different people. Identify how others feel and respond to them appropriately.</p>	<p>Form good relationships with the adults in the classroom and around the school. Have a range of positive friendships. Know what own needs are and can share needs with others. Is sensitive to the needs of others.</p>
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