



## Reception Personal, Social and Emotional Development progression

### Self-Regulation

#### Prior Knowledge - Development Matters – 3 – 4 Year Olds:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling

Baseline	Autumn	Spring	Summer	ELG's
Talk about feelings (happy, sad, angry ect).	Identify a range of different feelings.	Say how others are feeling based on their expressions and actions.	Show their understanding of feelings by changing their behaviour.  Use different strategies to control their emotions.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Choose what they need to complete a goal (short term).	Keep on trying when they find something difficult.	Say what they are good at and what they would like to improve.  Show resilience and perseverance when they face a challenge.	Set themselves goals. Wait for their requests and needs to be met.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Start to follow instructions.	Start to sit and listen more consistently during adult focus time.  Follow simple instructions first time when asked.	Sit and listen during adult focus time.  Follow instructions with two or more parts.	Listen to and respond to adults.  Follow instructions accurately (several ideas/ actions).	Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.



## Managing self

### Prior Knowledge - Development Matters – 3 – 4 Year Olds:

- Do not always need an adult to remind them of a rule.
- Increasingly follow rules, understanding why they are important.
- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.
- Become increasingly independent in meeting their own care needs e.g. brushing teeth
- Make healthy choices about food, drink, activity and toothbrushing.

Baseline	Autumn	Spring	Summer	ELG's
Start to become more confident when things are new (dealing with the transition).	Start to try new activities.	Keep on trying even when they are finding something difficult.	Show resilience and perseverance when things are difficult.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Show an awareness of rules and how to behave in the classroom.	Start to be aware of rules in the school and classroom and why we have them.	Follow the school and class rules.  Talk about the school and class rules.	Explain and follow rules (in the classroom and around school).  Show that they know right from wrong by their behaviour.	Explain the reasons for rules, know right from wrong and try to behave accordingly.
Toilet themselves.	Put on and take off their own socks and shoes.  Start to know ways to stay healthy with what foods they choose to eat.	Say how they keep themselves healthy e.g. diet, oral health, hand washing, exercise, etc..	Manage their own basic hygiene and personal needs e.g. toileting and dressing.  Explain healthy food and choose it independently	Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



## Building relationships

### Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Talk with others to solve conflicts.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Play with one or more other children, extending and elaborating play ideas.
- Become more outgoing with unfamiliar people, in the safe context of their setting.

Baseline	Autumn	Spring	Summer	ELG's
Play with one or more children cooperatively.	Play with a small group of children, sharing ideas.	Use words to help solve conflicts with others.  Work well with others listening and sharing ideas.	Work with others in a group.  Play with others, take turns and share.	Work and play cooperatively and take turns with others.
	Start to form good relationships with the familiar adults in my class.	Show friendly behaviour in the classroom and around school.  Developing friendships with lots of different people.	Form good relationships with the adults in the classroom and around school.  Have lots of friends and positive friendships	Form positive attachments to adults and friendships with peers.
Start to talk about the way they feel.	Express and identify their feelings.  Express their basic needs to familiar adults e.g. ask to go to the toilet, etc.	Identify how others feel and respond to them appropriately.	Know what their own needs are and can share them.  Are sensitive to the needs of others.	Show sensitivity to their own and others needs.