



## Personal, Social & Emotional Development

### Knowledge and Skills Progress Model

Minimum expectations for Nursery	Minimum Expectations for Reception	ELG (Expected standard by the end of Reception)
<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Self-regulation</p> <ul style="list-style-type: none"> <li>• Children can select and use activities and resources (with help when needed)</li> <li>• Children have developed a sense of responsibility and membership of a community</li> <li>• Children can achieve a goal they have chosen, or one which is suggested to them</li> <li>• Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul>	<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Self-regulation</p> <ul style="list-style-type: none"> <li>• Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas</li> <li>• Children can confidently identify and moderate their own feelings socially and emotionally</li> <li>• Children see themselves as a valuable individual and can something positive about themselves</li> </ul>	<p><b>Self-Regulation:</b></p> <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 what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
<p>Managing self</p> <ul style="list-style-type: none"> <li>• Children show confidence in new social situations</li> <li>• Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed)</li> <li>• Children increasingly follow rules, understanding why they are important</li> </ul>	<p>Managing self</p> <ul style="list-style-type: none"> <li>• Children show resilience and perseverance in the face of challenge</li> <li>• Children are happy to have a go at a task and understand that we learn from mistakes</li> <li>• Children can talk about right and wrong and the consequences involved</li> </ul>	<p><b>Managing Self:</b></p> <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 their own basic hygiene and personal needs, including dressing, going to</li> </ul>

<ul style="list-style-type: none"> <li>• Children manage their own needs: toileting, washing hands, drink and snack, coat, socks and shoes, some awareness of tooth brushing</li> <li>• Children will be becoming increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>• Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Children know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> <li>• Children can make healthy choices about food, drink, activity and tooth brushing</li> </ul>	<p>the toilet and understanding the importance of healthy food choices.</p>
<p>Building relationships</p> <ul style="list-style-type: none"> <li>• Children play with one or more other children</li> <li>• Children become more outgoing with unfamiliar people, in the safe context of their setting (happy to talk to the different adult in the unit)</li> <li>• Children have developed appropriate ways of being assertive in their play</li> <li>• Children can talk with others to solve conflicts, sometimes needing adult support</li> <li>• Children are beginning to understand how others might be feeling</li> </ul>	<p>Building relationships</p> <ul style="list-style-type: none"> <li>• Children play with other children extending and elaborating play ideas</li> <li>• Children can talk about and express their feelings and the feelings of others</li> <li>• Children can think about the perspectives of others</li> <li>• Children have built constructive and respectful relationships</li> </ul>	<p><b>Building Relationships:</b></p> <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 needs and those of others.</li> </ul>