



EYFS Progression Documents - Nursery and Reception

Personal, Social & Emotional Development

Long Row Primary and Nursery School
Inspire, Respect, Belong

Nursery	The children will learn to ...	The adults will support children by ...
Autumn Term	Enjoy the company of other children and want to play with them. Begin to be more outgoing with unfamiliar people and show more confidence in new social situations. Select and use resources with help. Play with at least one other child, giving cues in play. Begin to find solutions to conflicts - sharing with others or taking turns Follow simple class rules. Develop a sense of responsibility within the class. To settle at a self-chosen activity for a period of time.	Providing lots of opportunities for prolonged play for the children to develop relationships with their peers. Inviting trusted people into the setting to talk about their roles. Taking children on short walks – to post a letter, buy ingredients for an activity, visit the library... Responding to the children's increasing independence when using the resources in continuous provision. Using daily routines to encourage responsibilities – self-directed choosing, tidy up time, pouring drinks for snack, hanging coats up and so on. Following the interests of the children and give value to their ideas.
Spring Term	Talk about their feelings - if they are happy or sad and why. Play with more than one child, extending and elaborating play ideas. Takes part in pretend play. Builds upon two-way conversations (listening and responding to others). Takes risks and tries new things.	<i>As above and...</i> Modelling ways to calm down - stopping and taking deep breaths/rainbow breathing, raindrops on their head (gentle tapping), taking time out in a quiet place e.g. book corner or sensory area. Providing puppets, circle time activities and modelling using our Colour Monster display to help the children articulate their feelings. Providing opportunities to share within continuous provision and model sharing with others and finding solutions to problems. Providing lots of opportunities for the children to take part in pretend play – model and use the role play in a specific way to support learning. Following the interests of the children and give value to their ideas.
Summer Term	Begin to understand the feelings of others and respond appropriately. Help to find solutions to conflicts. Follow rules without always needing reminding. Engages in pretend play with different roles Aware of similarities and differences between themselves and others and celebrates these.	<i>As above and...</i> Modelling empathetic behaviour and thinking of others and what they need. Adding books to role play and reading areas to support children's specific needs. Provide books and time to explore difference, valuing each child's contributions and uniqueness. Following the interests of the children and give value to their ideas.

Reception	The children will learn to ...	The adults will support children by ...
Autumn Term	Recognise that they belong to different communities and social groups. Talk freely about their own home and community. Seeks out a familiar adult for comfort, help and assistance. See themselves as a valuable individual. Begin to express their feelings and start to consider the feelings of others. Begin to manage their own personal needs.	<i>As above and...</i> Making time each day to have meaningful conversations with each child, listening to them and taking part in two-way conversations. Getting to know each child and their family well and bringing elements of home lives and cultures into the classroom. Identifying and recognising children's interests and bringing these into our setting. Acknowledging and providing positive praise for those who are kind to others and who share and cooperate. Following the interests of the children and give value to their ideas. Implementing PSHE Matters: • Being Safe and Responsible (Autumn 1) • Bullying Matters and Emotions (Autumn 2)
Spring Term	Continue managing their own needs. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Can talk about what they can do well and what they need help with. Shows confidence choosing the resources they need for activities.	<i>As above and...</i> Modelling positive behaviour and narrating out loud times when children have demonstrated this – 'I've noticed that... Send home a Long Row postcard or Long Row Hero Certificate. Encouraging children to express their feelings through stories and role play, helping them to reflect and self-evaluate their learning. Planning dedicated times to encourage talk about feelings and emotions. Providing books which celebrate and promote diversity. Interacting when children need help, but also validate the learning process. Following the interests of the children and give value to their ideas. Implementing PSHE Matters: • Relationships and Being Me (Spring 1) • Diversity Matters (Spring 2)
Summer Term	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings and emotions. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing - regular physical activity and healthy eating. Think about the feelings and perspectives of others. Notice when they can improve their creations and see this as learning and improving.	<i>As above and...</i> Talking with the children about consequences for behaviours and how the other child may have felt – restorative conversations. Modelling healthy hygiene practices and talking about how to keep healthy. Following the interests of the children and give value to their ideas. Implementing PSHE Matters: • Being Healthy including Drug Education (Summer 1) • Money Matters [Enterprise and Transition] (Summer 2)

	Statutory ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Statutory ELG: Managing Self Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly
	Educational Programme: Personal, Social and Emotional Development Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.