

EYFS Progression of skills and assessment checkpoints - Personal, Social, Emotional Development			
Self-regulation	Managing Self	Building Relationships	
Self-regulation			
Birth-Three <ul style="list-style-type: none">. Find ways to calm themselves, through being calmed and comforted by their key person.• Engage with others through gestures, gaze and talk.• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.. Find ways of managing transitions, for example from their parent to their key person.. Feel strong enough to express a range of emotions.. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.• .. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.• Be increasingly able to talk about and manage their emotions.. Safely explore emotions beyond their normal range through play and stories. <p>Are talking about their feelings in more elaborated ways: “I’m sad because” Or “ I love it when...”</p>	Three- Four Years <ul style="list-style-type: none">. Increasingly follow rules, understanding why they are important.. Do not always need an adult to remind them of a rule.. Develop appropriate ways of being assertive.. Talk with others to solve conflicts.. Talk about their feelings using words like, ‘happy’ ‘sad,’ ‘angry’ or ‘worried’.. Begin to understand how others might be feeling.	Reception <ul style="list-style-type: none">. See themselves as a valuable individual.. Express their feelings and consider the feelings of others.. Identify and moderate their own feelings socially and emotionally.. Think about the perspectives of others.	Writing- ELG . <ul style="list-style-type: none">. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. <p>PSED.S-R.ELG</p> <ul style="list-style-type: none">• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>PSED.S-R.ELG</p> <ul style="list-style-type: none">• 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.

Progression of Disciplinary Skills in KS1 (I can....)

	Year 1	Year 2
Mental health and wellbeing	<p>I can identify different ways to manage feelings.</p> <p>I am beginning to identify personal strengths and qualities.</p> <p>I am beginning to identify personal goals and how to work towards them.</p> <p>I am beginning to explore the need for perseverance and developing a growth mindset.</p>	<p>I can explore strategies to manage different emotions.</p> <p>I am developing empathy.</p> <p>I can identify personal strengths and qualities.</p> <p>I can identify personal goals and how to work towards them.</p> <p>I can explore the need for perseverance and developing a growth mindset.</p>
Online Relationships/ Being safe	<p>I can discuss the concept of privacy.</p> <p>I am beginning to understand people's roles within the local community that help keep us safe.</p> <p>I am beginning to understand what to do if I get lost.</p> <p>I am beginning to identify hazards that may be found at home.</p> <p>I am beginning to explore ways to stay safe online. Y1 & Y2</p> <p>I am beginning to learn how to behave safely near the road and when crossing the road.</p>	<p>I can understand people's roles within the local community that help keep us safe.</p> <p>I can practise what to do if I get lost.</p> <p>I can identify hazards that may be found at home.</p> <p>I can explore ways to stay safe online</p> <p>I can learn how to behave safely near the road and when crossing the road.</p>

Physical health and fitness	<p>I am beginning to explore positive sleep habits.</p> <p>I am beginning to explore health-related jobs and people who help look after our health.</p> <p>I am beginning to explore some of the benefits of exercise on body and mind.</p> <p>I am beginning to explore some of the benefits of a healthy balanced diet.</p>	<p>I can explore positive sleep habits.</p> <p>I can explore health-related jobs and people who help look after our health.</p> <p>I can explore some of the benefits of exercise on body and mind. I can explore some of the benefits of a healthy balanced diet.</p>
Healthy Eating	I am beginning to suggest how to improve an unbalanced meal.	I can suggest how to improve an unbalanced meal.
Drugs alcohol and tobacco	I am learning what is and is not safe to put in or on our bodies.	<p>I am exploring what people can do to feel better when they are ill.</p> <p>I am learning how to be safe around medicines.</p>
Health and Prevention	<p>I am beginning to learn how to wash hands properly.</p> <p>I am beginning to explore the effect that food and drink can have on my teeth.</p>	<p>I am learning how to wash hands properly.</p> <p>I can explore the effect that food and drink can have on my teeth.</p>
Basic First Aid	*Substantive	*Substantive
Changing Bodies	*Substantive	*Substantive
Families and People who care for me	<p>I am beginning to explore how families are different from each other.</p> <p>I am beginning to discuss ways to show respect for different families.</p>	<p>I can understand that families offer love, care and support.</p> <p>I can explore how families are different from each other.</p> <p>I can discuss ways to show respect for different families.</p>
Caring friendships	<p>I can explore how friendship problems can be overcome.</p> <p>I can explore friendly behaviours.</p>	I can understand difficulties in friendships and discuss action that can be taken.
Respectful relationships	<p>I can recognise how other people show their feelings.</p> <p>I can identify ways we can care for others when they are sad.</p> <p>I can explore the ability to successfully work with different people.</p>	<p>I can learn how other people show their feelings and how to respond to them.</p> <p>I can explore the conventions of manners in different situations.</p>
Economic wellbeing	<p>I am developing an understanding of how banks work.</p> <p>I can identify whether something is a want or need. I am beginning to discuss how to keep money safe.</p>	<p>I can explore the reasons why people choose certain jobs.</p> <p>I can discuss how to keep money safe.</p> <p>I can explore choices people make about money.</p>

	<p>I am beginning to explore choices people make about money.</p> <p>I am beginning to recognise that people make choices about how to spend money.</p> <p>I am beginning to understand what to do if we find money.</p>	<p>I can recognise that people make choices about how to spend money.</p> <p>I can discuss what to do if we find money.</p>
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