



Thurcroft Infant School EYFS Progression Document- Personal, Social and Emotional Development

| PSED | | | |
|------|---|---|--|
| | Milestone 1 | Milestone 2 | Milestone 3 |
| FS1 | <p>Self-Regulation</p> <ul style="list-style-type: none"> I know that it is safe to leave my parent/carer and can separate well with the support of a key-worker/teacher. I am happy to take part in activities and show willingness to join in. <p>Managing Self</p> <ul style="list-style-type: none"> I am beginning to know behaviour expectations and follow them with support. I am developing self help skills e.g. putting my cat on, going to the toilet and washing hands. I can use the toilet independently and wash my hands. I am learning how to sit in a circle for circle time. <p>Building Relationships</p> <ul style="list-style-type: none"> I know who my teachers are. I am beginning to develop a good relationship with key worker/teacher. I am beginning to demonstrate friendly behaviour towards my peers. | <p>Self-Regulation</p> <ul style="list-style-type: none"> I can separate from my parent/carer happily and confidently. I am developing an awareness of my feelings and can use some vocabulary to talk about them. I can ask someone to help me. <p>Managing Self</p> <ul style="list-style-type: none"> I can follow the rules of the setting. I am beginning to select own activities and preferences (likes and dislikes). I can use areas of provision with more independence. I am developing independence with dressing, feeding and hygiene. I am developing confidence to give short answers during circle times. <p>Building Relationships</p> <ul style="list-style-type: none"> I am beginning to make friendships with my peers. I am beginning to share resources and take turns. I am becoming more outgoing with unfamiliar people | <p>Self-Regulation</p> <ul style="list-style-type: none"> I am ready and confident to transition to next class. I can name how I feel and talk about my feelings with others. I can find solutions to conflict <p>Managing Self</p> <ul style="list-style-type: none"> I can make the right choices and know why it is important. I can confidently select own activities and preferences. I can make some healthy choices I can talk freely during circle time. <p>Building Relationships</p> <ul style="list-style-type: none"> I am developing skills to share resources and take turns. I am beginning to understand how others are feeling I can collaboratively with others |
| FS2 | <p>Self-Regulation</p> <ul style="list-style-type: none"> I am able to separate from a parent/carer with the support of a familiar grown up in preparation for a full day of school. I can participate in a full days schooling. I am happy to take part in activities and show willingness to join in. I can express my feelings to others. I am beginning to regulate my behaviour <p>Managing Self</p> <ul style="list-style-type: none"> I can follow the school rules. I can confidently select own activities and preferences. | <p>Self-Regulation</p> <ul style="list-style-type: none"> I am willing to participate in activities I am beginning to develop perseverance and resilience. I can express my feelings and regulate my behaviour accordingly. <p>Managing Self</p> <ul style="list-style-type: none"> I can manage my basic needs independently I can identify some healthy and unhealthy foods and ways I can be healthy. I am confident to share thoughts and ideas during carpet times. I understand and follow the rules. | <p>Self-Regulation</p> <ul style="list-style-type: none"> I am ready and confident to transition to the next class. I continue to develop talking and thinking about the thoughts, feelings and ideas of others. I can demonstrate resilience and perseverance. <p>Managing Self</p> <ul style="list-style-type: none"> I am able to develop early problem solving skills. I can describe ways in which I can keep my body healthy. |



Thurcroft Infant School EYFS Progression Document- Personal, Social and Emotional Development

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • I am developing skills to share resources and take turns. • I can make some healthy choices • I can talk freely during circle time. <p>Building Relationships</p> <ul style="list-style-type: none"> • I am building positive relationships with my teachers and peers. • I can play cooperatively with others • I am developing an awareness of others feelings and needs. | <p>Building Relationships</p> <ul style="list-style-type: none"> • I am beginning to think about the thoughts, feelings and ideas of others. • I have formed positive relationships with teachers and peers. • I can play cooperatively with others responding to other ideas. | <ul style="list-style-type: none"> • I understand, follow and can recite the rules. <p>Building Relationships</p> <ul style="list-style-type: none"> • I can play cooperatively with others showing respect and consideration for others thoughts and ideas. • I continue to develop positive relationships with teachers and peers. |
| <p>ELG-</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • 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. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. | | | |