Somerville Federation

PSED progress model for knowledge and skills

|  | **Expectations for Nursery** | | | | | **Expectations for Reception** | | | **ELG** | **Links to KS1** |
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| **Self-regulation/Making relationships** | Feel strong enough to express a range of emotions.  Find ways to calm themselves, through being  calmed and comforted by their key person.  Engage with others through gestures,  gaze and talk.  Find ways of managing transitions, for example  from their parents to their key person. | Can talk about the feelings ‘happy’ and ‘sad’ | | | Can talk about some feelings, such as ‘angry’, ‘scared’, ‘surprised’ and ‘excited’ | | Continues to develop a wider awareness of their own feelings, such as ‘jealous’, ‘worried’ and ‘frightened’ | To be aware of synonyms for previously learnt feelings | **Jigsaw**  **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly**  **Show sensitivity to their own and to others’ needs** | **Jigsaw**  Caring friendships  R7, R8, R9,R10 R11,  Families and people who care for me  R1, R2, R3, R4, R5, R6  Respectful relationships  R12, R13, R14, R15, R16, R19  Online relationships  R21, R25, R32  Being safe  R25, R29, R30, R31, R32  Mental Well-being  H2,H3,H4,H5, H6,H7,H8,H9  Internet safety and Harms  H11, H12, H13, H14, H15, H16, H18, H19  Physical health and fitness  H18, H19, H20, H21  Healthy eating  H22, H23, |
| Recognises when they might be ‘happy’ or ‘sad’ | | | Can recognise when they feel some feelings, such as ‘angry’, ‘scared’, ‘surprised’ and ‘excited’ | Recognises when they feel a wider range of feelings, such as ‘jealous’, ‘worried’ and ‘frightened’ | | Responds appropriately to a wider range of feelings |
| Begins to understand how others might be feeling | | | Offers comfort when others are distressed | Recognise the feelings of characters in stories | Begin to understand their actions have a consequence | Recognise when and how they need to respond to a friend, showing sensitivity when needed |
| Celebrates accomplishments of goals | | | Continue to develop an ‘I can do it’ attitude by doing something difficult that they want to achieve | | Can persevere to reach their intended goal | Shows perseverance and resilience in the face of challenge | **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate**  **Work and play cooperatively and take turns with others**  **Form positive attachments to adults and friendships with peers** |
| Takes turns in 1:1 activities with support | Takes turns in small group activities with support | | Takes turns in 1:1 and small group activities with less support | Takes turns in games and large group activities with support | Takes turns in games and group activities without support | Initiates unstructured play and accepts the roles of others |
| Sometimes shares resources with adults | Knows to ask for adult support when needed | | With support finds solutions to conflicts and rivalries, such as accepting that not everyone can be Spiderman | | Suggests alternative ideas to solve problems | Negotiates and solves problems without aggression |
| Develops confidence with a familiar adult and separates from main caregiver | Develops confidence to talk to familiar adults e.g. asks for help | | Develops confidence to talk to familiar adults about interests and wants, | Begins to communicate in a socially acceptable way, e.g. saying ‘excuse me’ | Develops confidence when speaking to unfamiliar adults  Can say when they do or don’t need help | Considers the perspective of others |
| Selects and uses resources independently to support their solitary play | Develops confidence to play alongside another child during self chosen activities | | Interacts with others during play, engaged in the same themes | | Starts to accept the needs and ideas of others during cooperative play | Initiates unstructured play and accepts the roles of others |
| Is able to focus on one activity | Is able to focus on one activity and stop when asked to listen | | Can shift focus of attention from one activity/instruction to another | | Can complete a task and understand an instruction at the same time in 1:1 situations | Can complete a task and understand an instruction at the same time in group situations | **Give focused attention to what the teacher is saying, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions** |
| **Managing self** | children are supported to follow rules and routines | Has an awareness of rules and routines | Begins to understand right and wrong with adult modelling. | | Can increasingly follow rules independently | | Have an awareness of rules and why we need to follow them. | Can remind friends of the rules when needed. | **Explain the reasons for rules, know right from wrong and try to behave accordingly** |
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| Children are supported to access healthy foods and exercise | Is aware of healthy and unhealthy foods  Independently accesses the outdoor area for exercise and knows why we need to exercise | | | Makes healthy choices with support is able to explain the importance of washing hands | | Is able to explain the effects of exercise, sleep and reducing screen time | Can understand why they need to brush their teeth twice a day and the basic effects of unhealthy foods on their teeth | **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices** |
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| Supported with putting on coat | Helps with putting their own coat on and attempts independently.  Can help to put on their own hats and shoes | | | Can put on their own coat and attempt to fasten. Can put on waterproof suits with support | Put their coat on by themselves and zip it up | | |
| Accepts help with hygiene routines e.g washing hands, changing nappy | Can begin to put their own aprons on and pull clothing up and down for the toilet | | Uses the toilet and wipes themselves  Washes their hands independently | | | | |
| Engage with others through gestures,  gaze and talk. | Use that engagement to achieve a goal. | 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. | | | | Show resilience and perseverance in the face  of challenge. | | **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge** |
| **Vocabulary** |  | PSHE: Feelings, healthy, unhealthy  SMSC: different, same, fair | | | | | | | |