




## Hadrian School – Progression of Skills Document

### Early Years Foundation Stage – Reception

#### Skills Progression in Personal, Social and Emotional Development


	End of Nursery Goals	Autumn Term	Spring Term	Summer Term
Self-Regulation 	<p>Finds solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remembers some basic rules without needing an adult to remind them.</p> <p>Develops appropriate ways of being assertive.</p> <p>Talks with others to solve conflicts.</p> <p>Talks about their feelings using words like 'happy', 'sad', 'angry'..</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Can label and talk about own and others' emotions.</p> <p>Think about the perspectives of others.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p>	<p><b><u>ELG Self-Regulation</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><b><u>ELG Self-Regulation</u></b> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><b><u>ELG Self-Regulation</u></b> Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>



## Hadrian School - Progression of Skills Document

### Early Years Foundation Stage - Reception

#### Skills Progression in Personal, Social and Emotional Development


		Is willing to keep trying if something is difficult or challenging.		
<p><b>Managing Self</b></p> 	<p>Selects and uses activities and resources, with help when needed.</p> <p>Developing their sense of responsibility</p> <p>Becomes more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Shows more confidence in new social situations.</p> <p>Is increasingly independent in meeting their own care needs.</p>	<p>I am able to try new activities and try my best to challenge myself at these new tasks.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Washes hands without reminders.</p> <p>Puts coat on independently.</p>	<p>Manage their own needs. e.g. zipping the coat up, getting my own snack, using the bathroom with a toilet pass, hand washing.</p> <p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>I know some ways to keep healthy.</p>	<p><b><u>ELG Managing Self</u></b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b><u>ELG Managing Self</u></b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b><u>ELG Managing Self</u></b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>



## Hadrian School – Progression of Skills Document

### Early Years Foundation Stage – Reception

#### Skills Progression in Personal, Social and Emotional Development

<p><b>Building Relationships</b></p> 	<p>Plays with one or more other children, extending and elaborating play ideas.</p> <p>Understands gradually how others might be feeling.</p>	<p>Build constructive and respectful relationships. Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p> <p>Is able to identify when another child is upset and respond appropriately.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>	<p>See themselves as a valuable individual. Talk about things they think they are good at or are proud of.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities. Work and play cooperatively and take turns with others.</p>	<p><b><u>ELG Building Relationships</u></b> Work and play cooperatively and take turns with others.</p> <p><b><u>ELG Building Relationships</u></b> Form positive attachments to adults and friendships with peers.</p> <p><b><u>ELG Building Relationships</u></b> Show sensitivity to their own and to others' needs.</p>
--	---	--	--	---