

PSED Progression of Knowledge and Skills

| Area of learning | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goals |
|---|----------------------------------|--|---|--|--|--|---|----------------------|
| F1 Progression of Knowledge and Skills | | To separate from main carer and learn to adapt to the Nursery environment. | | | | | | |
| | | To build confidence in new social situations. | To show more confidence in new social situations. | To gain enough confidence to talk to adults and peers. | | To become more outgoing with unfamiliar people. | | |
| | | To learn about daily routines and classroom rules and follow them. | Do not always need reminding of a rule. | To listen to, and follow rules set. | | To begin to find solutions to conflicts. | To begin to be assertive towards others where necessary. | |
| | | To be aware of behavioural expectations in the Nursery. | To know that there are boundaries set. | To know how to adapt behaviour to suit classroom routines. | | To know that it is OK to challenge others, but they must remember to always be kind. | | |
| | | To select and use activities and resources to achieve a goal with some support if needed. | To know that to play nicely it's important to share and take turns. | To learn how to share resources and play in a group | To take turns whilst playing and waiting patiently to have a go. | To be able to initiate play with peers and keep play going by giving ideas and taking turns. | | |
| | | To know that they can approach adults in Nursery when needed. | | To show confidence in asking adults for support. | | | | |
| | | To learn to look after resources within the class | | | | | | |
| | | To know that we must respect our resources and out them back when we have finished with them. | | | | | | |
| | | To show independence in accessing and exploring the environment safely. | | | | | | |
| | | To use the toilet with growing independence, washing hands and re-dressing independently afterwards. | | To independently put on coats and use the toilet. | | To show an awareness of the importance of oral health. | To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. | |
| | To develop a sense of community. | To develop a sense of responsibility. | To be aware they have different feelings. | To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried' and how to manage them in different situations. | To show an awareness of how others may be feeling. | To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. | | |

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|--|-------------------------------|---|--|--|---|--|--|--|---|
| F2 Progression of Knowledge and Skills | <u>Self-regulation</u> | To identify their feelings. | To express their feelings. | To moderate their own feelings socially and emotionally. | To consider the feelings of others. | To understand that people need help. | To identify ways of being helpful to others and how this will make them feel. | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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> | |
| | <u>Managing self</u> | To see themselves as valuable individuals. | | | | To solve rivalries and conflicts. | To be able to talk about why a character has made a poor choice and what the consequences are. | To be able to talk about how the character could have made a better choice | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> |
| | | To choose an activity independently. | | | | | | | |
| | | To learn right from wrong. | To understand how to make the right choices and the consequences of not making the right ones. | | | | | | |
| | | To show confidence in the school environment. | To show resilience and perseverance in the face of challenge. | | | | | | |
| | | To develop skills needed to manage the school day eg toileting. | | | | | To be able to talk about health and wellbeing – physical activity, tooth brushing, screen time, road safety, sleep routine etc | | |
| | <u>Building relationships</u> | To learn to join in with whole group activities. | | | To begin taking turns with their friends. | To confidently take turns with their friendship group. | To confidently take turns with their friendship group and other peers. | | <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> |
| | | To know and demonstrate friendly behaviour. | To understand how to be a good friend. | To describe a friend. | To learn about the different family structures. | | To be able to talk about the relationships they have at home with their family and friends. | | |
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