



## Curriculum Progression Map for EYFS-PSED

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Characteristics of Effective Learning</b>	<p>Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go.</p> <p>Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do.</p> <p>Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving.</p> <p><b>At Ghost Hill we use Jigsaw, in EYFS the themes are covered as they arise across the year.</b></p>					
<b>Jigsaw themes</b>	Being in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Nursery</b> PRIME AREA Personal, Social & Emotional Development (PSED) - Self- regulation - Managing self - Building relationships.	<p>Know they have a right to learn and play, safely and happily.</p> <p>Know that some people are different from themselves. Know that hands can be used kindly and unkindly.</p>	<p>Know what being unique means.</p> <p>Know the names of some emotions such as happy, sad, frightened, angry.</p> <p>Know why having friends is important.</p> <p>Know some qualities of a</p>	<p>Know what a challenge is.</p> <p>Know that it is important to keep trying.</p> <p>Know what a goal is</p> <p>Understand that challenges can be difficult.</p> <p>Resilience.</p>	<p>Know what the word 'healthy' means.</p> <p>Know some things that they need to do to keep healthy.</p> <p>Know the names for some parts of their body.</p> <p>Know when and how to wash their hands properly.</p>	<p>Know what a family is.</p> <p>Know some of the characteristics of healthy and safe friendships.</p> <p>Know that friends sometimes fall out. Know some ways to mend a friendship.</p> <p>Know that unkind words can never be taken back, and they can hurt.</p>	<p>Know the names and functions of some parts of the body.</p> <p>Know that we grow from baby to adult.</p> <p>Know who to talk to if they are feeling worried.</p> <p>Recognise that changing class can elicit happy and/or sad emotions.</p>

	<p>Identify feelings associated with belonging.</p> <p>Skills to play co-operatively with others.</p> <p>Be able to consider others' feelings</p>	<p>positive friendship.</p> <p>Know that they don't have to be 'the same as' to be a friend.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry. Identify and use skills to make a friend.</p> <p>Identify some ways they can be different and the same as others.</p> <p>Identify and use skills to stand up for themselves.</p>	<p>Recognise some of the feelings linked to perseverance.</p> <p>Recognise how kind words can encourage people.</p>	<p>Know how to say no to strangers.</p> <p>Can explain what they need to do to stay healthy.</p> <p>Recognise how exercise makes them feel.</p> <p>Can give examples of healthy food.</p> <p>Can explain what to do if a stranger approaches them.</p>	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings.</p> <p>Can suggest ways to make a friend or help someone who is lonely.</p> <p>Can recognise what being angry feels like.</p>	<p>Can say how they feel about changing class/ growing up.</p> <p>Understand and accept that change is a natural part of getting older.</p> <p>Can suggest ways to manage change, e.g. moving to a new class.</p> <p>Can say who they would go to for help if worried or scared.</p> <p>Can say what types of touch they find comfortable/uncomfortable.</p> <p>Can identify how they have changed from a baby.</p>
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<p><b>Reception</b></p> <p><b>PRIME AREA</b> Personal, Social &amp; Emotional Development (PSED) - Self-regulation - Managing self - Building relationships.</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p>Managing Self</p>	<p>Know they have a right to learn and play, safely and happily.</p> <p>Know that some people are different from themselves.</p> <p>Know that hands can be used kindly and unkindly.</p> <p>Identify feelings associated with belonging.</p> <p>Skills to play co-operatively with others.</p> <p>Be able to consider others' feelings.</p>	<p>Know what being unique means.</p> <p>Know the names of some emotions friends is important.</p> <p>Know some qualities of a positive friendship.</p> <p>Know that they don't have to be 'the same as' to be a friend.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry.</p> <p>Identify and use skills to make a friend.</p>	<p>Know what a challenge is.</p> <p>Know that it is important to keep trying.</p> <p>Know what a goal is</p> <p>Understand that challenges can be difficult.</p> <p>Resilience.</p> <p>Recognise some of the feelings linked to perseverance.</p> <p>Recognise how kind words can encourage people.</p>	<p>Know what the word 'healthy' means.</p> <p>Know some things that they need to do to keep healthy.</p> <p>Know the names for some parts of their body.</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers.</p> <p>Can explain what they need to do to stay healthy.</p> <p>Recognise how exercise makes them feel.</p> <p>Can give examples of healthy food.</p>	<p>Know what a family is.</p> <p>Know some of the characteristics of healthy and safe friendships.</p> <p>Know that friends sometimes fall out. Know some ways to mend a friendship.</p> <p>Know that unkind words can never be taken back, and they can hurt.</p> <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings.</p> <p>Can suggest ways to make a friend or help someone who is lonely.</p> <p>Can recognise what being angry feels like.</p>	<p>Know the names and functions of some parts of the body.</p> <p>Know that we grow from baby to adult.</p> <p>Know who to talk to if they are feeling worried.</p> <p>Recognise that changing class can elicit happy and/or sad emotions.</p> <p>Can say how they feel about changing class/ growing up.</p> <p>Understand and accept that change is a natural part of getting older.</p> <p>Can suggest ways to manage change, e.g.moving to a new class.</p> <p>Can say who they would go to for help if worried or scared.</p>
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<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>Building Relationships</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.</li> </ul>		<p>Identify some ways they can be different and the same as others.</p> <p>Identify and use skills to stand up for themselves.</p>		<p>Can explain what to do if a stranger approaches them.</p>		<p>Can say what types of touch they find comfortable/uncomfortable.</p> <p>Can identify how they have changed from a baby.</p>
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