

Eastfield, Taverham, Norwich, NR8 6PJ

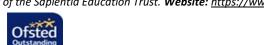
Curriculum Progression Map for EYFS-PSED

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

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associated with belonging. Know that they don't have to be operatively with others. Recognise Now Packet of the feelings linked to perseverance. Skills to play cooperatively with others. Recognise Now Packet of the feelings linked to perseverance. Can explain what they parents/carers and siblings. Can explain what they parents/carers and siblings. Can suggest ways to make a friend or help change or moving to stay them.	Iden	dentify feelings	positive	Recognise some	Know how to say no	Can identify what jobs	Can say how they feel abou
belonging. Know that they don't have to be operatively with others. Be able to consider. Be able to consider. Can explain what they parents/carers and they need to do to stay healthy. Can explain what they parents/carers and siblings. Can explain what they parents/carers and siblings. Can suggest ways to make a friend or help Can suggest ways to make a friend or help		, ,	•	· ·	•	, ,	,
others' feelings emotions when they or someone else is upset, frightened or angry. Identify and use skills to make a friend. Identify some emotions when they or someone else is upset, frightened or angry. Identify and use skills to make a friend. Identify some feel. Can give examples of healthy food. Can explain what to do if a stranger approaches them. Can explain what to do if a stranger approaches them. Identify some someone who is ionely. Can recognise what being angry feels like. Can say who they wou to for help if worried or scared. Can say what types of they find comfortable/uncomfo	asso belo Skills oper othe Be a	ssociated with elonging. kills to play coperatively with thers. e able to consider thers' feelings t	friendship. Know that they don't have to be 'the same as' to be a friend. Recognise emotions when they or someone else is upset, frightened or angry. Identify and use skills to make a friend. Identify some ways they can be different and the same as others. Identify and use skills to stand up	of the feelings linked to perseverance. Recognise how kind words can	to strangers. Can explain what they need to do to stay healthy. Recognise how exercise makes them feel. Can give examples of healthy food. Can explain what to do if a stranger	they do in their family and those carried out by parents/carers and siblings. Can suggest ways to make a friend or help someone who is lonely. Can recognise what being	changing class/ growing up. Understand and accept that change is a natural part of getting older. Can suggest ways to manage change, e.g. moving to a new class. Can say who they would go to for help if worried or scared. Can say what types of touch they find comfortable/uncomfortable. Can identify how they have



Reception PRIME AREA Personal, Social & Emotional Development (PSED) - Self- regulation - Managing self - Building relationships. Self-Regulation • 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	Know they have a right to learn and play, safely and happily. Know that some people are different from themselves. Know that hands can be used kindly and unkindly. Identify feelings associated with belonging. Skills to play cooperatively with others. Be able to consider others' feelings.	Know what being unique means. Know the names of some emotions friends is important. Know some qualities of a positive friendship. Know that they don't have to be 'the same as' to be a friend. Recognise emotions when they or someone else is upset, frightened or angry. Identify and use skills to make a	Know what a challenge is. Know that it is important to keep trying. Know what a goal is Understand that challenges can be difficult. Resilience. Recognise some of the feelings linked to perseverance. Recognise how kind words can encourage people.	Know what the word 'healthy' means. Know some things that they need to do to keep healthy. Know the names for some parts of their body. Know when and how to wash their hands properly Know how to say no to strangers. Can explain what they need to do to stay healthy. Recognise how exercise makes them feel.	Know what a family is. Know some of the characteristics of healthy and safe friendships. Know that friends sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back, and they can hurt. Can identify what jobs they do in their family and those carried out by parents/carers and siblings. Can suggest ways to make a friend or help someone who is lonely.	Know the names and functions of some parts of the body. Know that we grow from baby to adult. Know who to talk to if they are feeling worried. Recognise that changing class can elicit happy and/or sad emotions. Can say how they feel about changing class/growing up. Understand and accept that change is a natural part of getting older. Can suggest ways to manage change, e.g.moving to a new class.
what the teacher says, responding appropriately even when engaged in		frightened or angry. Identify and use	kind words can encourage	exercise makes them	a friend or help someone	Can suggest ways to manage change, e.g.moving to a new

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Be confident to try new	Identify some	Can explain what to	Can say what types of touch
activities and show	ways they can be	do if a stranger	they find
independence, resilience, and perseverance in the face of	different and the	approaches them.	comfortable/uncomfortable.
challenge.	same as others.	approdenes them.	connortable, unconnortable.
			Can identify how they have
• Explain the reasons for	Identify and use		changed from a baby.
rules, know right from wrong	skills to stand up		changea from a baby.
and try to behave accordingly.	for themselves.		
Manage their own basic			
hygiene and personal needs,			
including dressing, going to			
the toilet and understanding the importance of healthy			
food choices.			
Building Relationships			
building relationships			
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.			

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