



EYFS Personal, Social and Emotional Development Progression

Linking to later learning...

English	Science	PSHE	Citizenship	RSE	Computing	D&T	PE	RE
Personal, Social and Emotional Development underpins all learning. Children who can regulate their emotions, show resilience, manage themselves independently and build positive relationships are better prepared to access the Year 1 curriculum and succeed across all areas of learning.								



	Executive Function	Self-Regulation	Managing Self	Building Relationships
RANGE 3 18-24 months	Inhibitory Control - I am beginning to understand my own likes and dislikes and can start to respond when adults help me follow simple boundaries. Working Memory - I can hold a simple idea or task in my mind for a short time, such as finding a specific object or remembering where something is hidden. Cognitive Flexibility - I can change my focus from one activity or object to another when an adult helps and supports me.	- I can show how I am feeling using words, facial expressions, sounds and actions. - I can accept help from adults to manage my feelings when I am upset, excited or frustrated. - I am beginning to understand simple boundaries and expectations and can respond to adult guidance.	- I can try to do things for myself and am beginning to be independent. - I can have a go at looking after myself, such as feeding myself and helping to get dressed. - I feel confident in familiar places and routines and can take part in them with increasing independence.	- I can go to familiar adults when I need comfort, support or reassurance. - I am interested in other children and enjoy watching what they do and how they play. - I am beginning to play and interact alongside others and can join in with simple social exchanges.

RANGE 4 2 year olds (On Entry Nursery)	Inhibitory Control - I am beginning to wait for a short time and can stop or pause my actions when an adult helps and supports me. Working Memory - I can remember and follow two-step instructions when adults use reminders, pictures or demonstrations to help me. Cognitive Flexibility - I am beginning to cope with changes to familiar routines and can adapt my behaviour with support, even though I may sometimes find unexpected changes difficult.	- I am beginning to recognise and name some of my feelings. - I can respond to simple reminders about behaviour and what is expected of me. - I am beginning to wait for short periods of time and can manage my impulses with adult support.	- I can make my own choices and am growing in confidence when deciding what I would like to do. - I can carry out some self-care tasks by myself and only need a little help. - I feel proud of my achievements and efforts and enjoy sharing what I have done.	- I am beginning to join in with play with other children. - I can share my experiences, interests and resources with others when I am supported to do so. - I am beginning to understand that other people have feelings, thoughts and preferences that may be different from my own.
RANGE 5 3-4 year olds (Nursery)	Inhibitory Control - I can wait for my turn and control my impulses, even when I really want something, most of the time. Working Memory - I can remember and follow two- and three-step instructions independently during familiar routines and activities. Cognitive Flexibility - I can move smoothly between different activities and adapt when rules or plans change, including during play.	- I can identify and talk about a range of feelings and emotions. - I am beginning to use strategies to help myself feel calm when I am upset, worried or frustrated. - I can follow rules and routines with increasing independence. - I can stay focused on activities that interest me for longer periods of time.	- I can look after my own needs and belongings with increasing independence. - I can keep trying when I find something difficult and am beginning to overcome challenges. - I can confidently try new experiences and share my ideas, thoughts and opinions with others.	- I am developing friendships with other children and enjoy spending time and playing with them. - I can work and play cooperatively with others in group activities and learning experiences. - I am beginning to negotiate, compromise and solve small disagreements with support from adults. - I can show empathy by recognising and responding to the feelings of others.
RECEPTION AUTUMN	Inhibitory Control - I can stay focused during group times for short periods and am beginning to resist distractions with reminders from adults. Working Memory - I can remember a goal or instruction and keep it in my mind while I carry out a task or activity. Cognitive Flexibility	- I can recognise and name my feelings when adults help me to understand them. - I can use familiar strategies to help manage my feelings when I am reminded to do so. - I understand the expectations, rules and routines of my class and can usually follow them.	- I can manage my coat, belongings and daily classroom routines independently. - I can have a go at unfamiliar tasks when I am encouraged and supported. - I can share my ideas and contribute to discussions and activities in familiar groups. - I can make sensible choices about my learning and play.	- I can build positive relationships with familiar children and adults. - I can take turns and share with others during play and learning activities. - I can use words to help solve small disagreements and problems with others. - I can notice when someone may need help, comfort or support and respond appropriately.

	I am beginning to change the rules or strategies I use in games and activities when an adult guides and supports me.	- I can listen carefully and pay attention during short whole-class sessions. - I can wait for my turn and share resources with others when I am reminded.	I know that healthy food, exercise and good hygiene help to keep my body healthy.	I can take on different roles and responsibilities when working and playing with others in a group.
RECEPTION SPRING	Inhibitory Control - I can show self-control during play and learning activities, such as raising my hand, waiting for my turn and following agreed rules. Working Memory - I can remember and hold several pieces of information in my mind at the same time, such as following a sequence of instructions while collecting the equipment I need. Cognitive Flexibility - I can solve simple problems during my play and learning by trying different ideas and approaches when my first attempt does not work.	- I can explain why I am feeling a particular way and am beginning to recognise and understand the feelings of others. - I can choose and use appropriate strategies to manage my feelings and behaviour independently in most situations. - I can follow rules and expectations consistently and understand why they are important. - I can concentrate and maintain my attention during longer activities and learning experiences. - I can show self-control and patience, including waiting, taking turns and managing my impulses appropriately.	- I can take increasing responsibility for organising my belongings and managing my personal care independently. - I can keep trying when I find something difficult and persevere to overcome challenges. - I can speak confidently in a range of situations with different people. - I can explain the choices I make and give reasons for my decisions. - I understand why healthy habits, such as eating well, being active, getting enough sleep and keeping clean, are important for my health and wellbeing.	- I can build and maintain friendships and enjoy seeking out others to work, play and learn with. - I can work collaboratively with others in small groups, sharing ideas and contributing to shared goals. - I can suggest solutions to conflicts and disagreements and help to find fair ways to solve problems. - I can respond sensitively to the feelings of others and show care, empathy and understanding. - I can contribute my own ideas and listen to, respect and value the ideas of others.
RECEPTION SUMMER	Inhibitory Control - I can consistently manage my feelings and behaviour, making thoughtful choices even when I am excited, upset or distracted. Working Memory - I can remember and follow complex instructions and use what I have learned before to help me solve new problems and challenges independently. Cognitive Flexibility - I can adapt my thinking and behaviour when situations change, including during play, group activities and daily routines, and I can cope with changes confidently and positively.	- I can understand my own feelings and recognise that other people may feel differently from me. - I can manage my behaviour appropriately in different situations and make positive choices. - I can explain why rules are important and follow them independently. - I can give my full attention during learning and follow instructions that include several ideas or actions. - I can set simple goals for myself, wait for things I want and control my impulses appropriately.	- I can manage my personal hygiene and take care of my own needs independently, such as washing my hands, using the toilet and dressing myself. - I can show resilience and perseverance when I find things difficult and keep trying to achieve my goals. - I can confidently try new activities and experiences, even when they are unfamiliar. - I can make positive choices to keep myself healthy, safe and well. - I understand why healthy food, exercise, rest and self-care are important for my wellbeing and development.	- I can form positive relationships with adults and build friendships with other children. - I can work and play cooperatively with others, sharing ideas, resources and responsibilities. - I can resolve conflicts and disagreements respectfully and appropriately. - I can recognise and respond sensitively to my own needs and the needs of others. - I can share responsibilities and work effectively as part of a team to achieve a common goal.

Statutory ELGs Self-Regulation	Statutory ELGs Managing Self	Statutory ELGs Building Relationships
Children at the expected level of development will:- 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 several ideas or actions.	Children at the expected level of development will:- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;- Explain the reasons for rules, know right from wrong and try to behave accordingly;- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children at the expected level of development will:- 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.