

## Personal, Social and Emotional Development Progress Curriculum Model FS1 and FS2

	Expectations within the Foundation Stage					Skills Linked to KS1 Curriculum
	Nursery	Reception				
Feelings and Emotions	Can talk about the feelings happy and sad.	Can talk about the feelings; angry, scared, surprised and excited.	Can talk about the feelings; jealous, worried and frightened and is aware of synonyms for previously learnt feelings.		Articulates how they feel using age appropriate vocabulary.	Children recognise emotions and seek help or support when needed.  Children recognise emotions in others and act accordingly to support.
	Recognises when they might be happy or sad and responds appropriately.	Recognises when they might be angry, scared, surprised and excited and responds appropriately.	Recognises when they might be jealous, worried and frightened and responds appropriately.		Identifies and moderates their own feelings, socially and emotionally.	
		Understands how they can manage 'uncomfortable' feelings appropriately	Is able to ask for help for 'uncomfortable' feelings if they need to.	Tells others how they have made them feel.	Expresses their feelings and considers those of others.	
		Begins to understand how others might be feeling.	Recognises the feelings of characters in stories.	Beginning to recognise that animals have feelings too.		
				Recognise when and how they need to respond to a friend, showing sensitivity when needed.		Thinks about the perspectives of others.
	Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers.		Children are able to explain what they are good at and what they need to practice.	Children understand how they can improve.	Sees themselves as a valuable individual.	Children are able to work independently but can seek out help and



						support when needed.	
Behaviour	Children celebrate accomplishment of goals.		Children are developing resilience, trying to do something difficult which they want to achieve.		Children persevere to reach their intended goal.	Shows perseverance and resilience in the face of challenge.	Children are able to face challenges with perseverance and resilience and they have the confidence to seek out support when needed.
	Takes turns in games and group activities with encouragement and support.		Takes turns in games and group activities with some support.		Takes turns in familiar games and group activities without support.		
	Understands that they need to wait their turn, using props to support them.	Understands that they need to wait their turn and can anticipate when it is their turn doing circle time.		Watches the person who is speaking and know when it is their turn to speak.			
	Developing confidence	Shows confidence when playing with a friend.	Shows confidence when playing in a small group and in new social situations.		Shows confidence during whole class sessions.		Be more outgoing, confident and independent in social situation.
		Asks a friend if they can play	Asks for help- “please can you help me do my coat up”.		Asks others if they need help.	Think about the perspectives of others.	
	Selects and uses activities and resources, with help when needed. Knows that they need some resources e.g. an apron for painting.		Selects and uses activities and resources without help. Knows which resources they need to carryout their intended activity.			Children show independence within the classroom,	

	Prompted to tidy up.	Beginning to tidy up after themselves, putting things back from where they came from. Children are prompted to sweep, wipe and wash if needed.	Children know that they must put something away before getting something else out. Children independently sweep, wipe and wash where required.			playing, tidying and managing activities and resources independently.	
Relationships	Children are beginning to understand right and wrong with adult modelling. Children apologise for any negative behaviour choices.		Children increasingly follow rules independently.	Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.		Children build constructive respectful relationships. .	Children have built relationships with peers and are beginning to understand the ‘rules’ of friendship.
	Shows interest in others.	Plays alongside a friend.	Plays with one or more other children, extending and elaborating on play ideas.		Plays in a group, sharing and extending ideas.		
	Sometimes share resources with adults and peers, sometimes requiring support.		Shares resources with friends if they are asked for something.	Offers to share resources – “would you like this....?”	Is able to explain the importance of sharing.	Think about the perspectives of others.	Children understand the basic rules of communication and are able to use these rule to consider the needs of others and join in respecting social boundaries.
	Beginning to resolve conflicts, asking an adult if they need support.		Resolving conflicts by themselves, where possible, and not retaliating. Developing appropriate ways of being assertive.		Children are able to determine when a situation requires adult intervention.		
	Children begin communication with people by first saying their name or ‘excuse me’. Children do not need to be physical to get attention.		Becomes more outgoing to unfamiliar people.		Has an awareness of stranger danger.		



Responsibility	Recognises their own belongings and knows to store their items on their peg.	Puts their cardigan/jumper in a sensible place if they take it off. Beginning to name pieces of work that are theirs.		Children know what belongs to them and stores items sensibly.	Manage their own needs.	Children understand that they have a duty of care towards their own belongings and the resources belonging to their classroom.
	Children are responsible for bringing their book back each week.		Children are responsible for bringing their reading books and homework back each week.			
	Children are responsible for maintaining the indoor and outdoor areas. Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group.					
Sense of Community	We provide activities and experiences for children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, librarians, community support officers and firemen. We enjoy welly walks in our local community and spend quality time at the church enjoying services with the wider community.					

Respect

Resourcefulness

Resilience

Justice

Trust

Generosity

Courage

Forgiveness

Friendship