



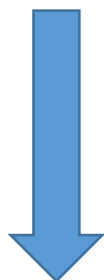
PSED Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

PSED ELG: Self Regulation



On Track- Check Point 1

- Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.
- Explain to an adult what has happened when they are upset.
- "Bounces back" quicker after upsets and with more independence.

On Track- Check Point 1

- Sees themselves as a valuable individual
- Keeps trying when they can't do something first time
- Thinks of other ways of doing things if something hasn't worked.

On Track- Check Point 1

- Follows familiar, routined instructions independently (e.g. choosing lunch and putting things away)

On Track- Check Point 2

- Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy.
- Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"
- Considers the feelings of others

On Track- Check Point 2

- Controls their impulses when waiting for their turn

On Track- Check Point 2

- Follows two-step instructions.

On Track- Check Point 3


- Thinks about the perspectives of others

On Track- Check Point 3

- Waits with increased patience, when

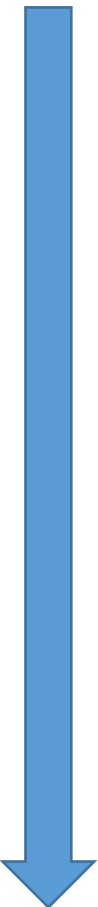
On Track- Check Point 3

	<ul style="list-style-type: none"> Moderate their own feelings socially and emotionally 	<p>necessary, e.g. When waiting for a turn wash their hands at the sink</p> <ul style="list-style-type: none"> Controls their feelings when they are upset or angry 	
	<p style="text-align: center;">ELG</p> <p>Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p style="text-align: center;">ELG</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 style="text-align: center;">ELG</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>
	<p>Provisions</p> <p>Discussions, Collective Worship, books, within small world, role play, throughout play and work with each other.</p>	<p>Provisions</p> <p>Choice in the environment, timers, books, selection of tools and resources to carry out tasks, self-esteem support, class and school rules, various praising techniques (behaviour traffic light system, stickers, certificates and characteristics of effective learners certificates)</p>	<p>Provisions</p> <p>Adult focused time Joining in with class routines</p>

	PSED ELG: Managing Self		
	<p>On Track- Check Point 1</p> <ul style="list-style-type: none"> Tries new activities with peers. 	<p>On Track- Check Point 1</p> <ul style="list-style-type: none"> Abides by most of the rules of the classroom Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset 	<p>On Track- Check Point 1</p> <ul style="list-style-type: none"> Puts on own shoes and fastens if Velcro Pulls zips up and down, but may need help to insert or separate

			<ul style="list-style-type: none"> • Uses the toilet independently and wash their hands well, knowing why this is important. • Discusses healthy food choices. • Takes part in a variety of exercise
<p>On Track- Check Point 2</p> <ul style="list-style-type: none"> • Beginning to persevere when something is challenging. • Tries in new activities independently 	<p>On Track- Check Point 2</p> <ul style="list-style-type: none"> • Understands that rules are there to keep us safe and to make things fair 	<p>On Track- Check Point 2</p> <ul style="list-style-type: none"> • Takes jumper on/off independently but may be back to front • Puts on shoes correctly • Fastens zip independently • Sorts healthy foods from less nutritional food • Knows that exercise strengthens your heart and makes you fitter • Understands road safety and how to be safe in the dark 	
<p>On Track- Check Point 3</p> <ul style="list-style-type: none"> • Enjoys more challenging activities and set goals for themselves that stretch their abilities. • Tries different approaches when solving problems and be able to discuss what they have done. 	<p>On Track- Check Point 3</p> <ul style="list-style-type: none"> • Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence 	<p>On Track Check Point 3</p> <ul style="list-style-type: none"> • Dresses and undresses independently but may still need help with small buttons and laces. • Clothing may still be put on back-to front on occasion • Talks about how to be safe around water and in the sun 	
<p>ELG</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>ELG</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>ELG</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>	

	Provisions New experiences and engaging activities based on pupil's interests	Provisions Class and school rules	Provisions Dressing up, changing into wellies when appropriate, snack time, roleplaying shops and cooking, P.E. lessons, bikes, obstacle course, skipping ropes, stilts etc

	PSED ELG: Building Relationships		
	On Track- Check Point 1	On Track- Check Point 1	On Track- Check Point 1
	<ul style="list-style-type: none"> Take turns, with adult support, e.g. when playing a board game 	<ul style="list-style-type: none"> Asks for help from a familiar adult Joins in with a group of children who are playing. Forms some closer friendships and seeks them out to initiate play 	<ul style="list-style-type: none"> Expresses their feelings in an appropriate way Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. Understands that different children have different viewpoints and opinions.
	On Track- Check Point 2	On Track- Check Point 2	On Track- Check Point 2
<ul style="list-style-type: none"> Takes turns when playing a game without adult support Wait with increased patience, when necessary, e.g. when waiting to wash their hands at the sink Holds back & forth conversations, listening to their peers' ideas and responding appropriately 	<ul style="list-style-type: none"> Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face) Understands that we may not always get on with everyone, but we still need to treat them with love and respect 	<ul style="list-style-type: none"> Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Understands that we may not always get on with everyone, but we still need to treat them with love and respect 	
On Track- Check Point 3	On Track- Check Point 3	On Track- Check Point 3	
<ul style="list-style-type: none"> Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop 	<ul style="list-style-type: none"> Is outgoing and will help others (even if they are not close friends) who are 	<ul style="list-style-type: none"> Shows understanding of another child's perspective in discussion, e.g. explaining what motivated 	

	that, I don't like it" or "Can I have a turn when you are finished?"	not as confident or are in need of help	someone to behave in a particular way
	ELG Work and play cooperatively and take turns with others	ELG Form positive attachments to adults and friendships with peers	ELG Show sensitivity to their own and to others' needs
	Provisions Provide opportunity for independent play Encourage children to find resolutions and compromises by supporting discussion Game opportunities for turn taking e.g. card and board games	Provisions Circle Time, working in different groupings, team building activities	Provisions Circle time discussions, The Worry Monster, Emotions area

Impact

By the end of the Foundation Stage our children have developed and demonstrate an understanding about how relationships work, and how we show respect for others, creatures and material objects. They respond appropriately to one other and any challenges they may face. They follow the school behaviour policy, understanding why there is a need for rules. Pupils can explain the importance of physical activity and the effect this has on their bodies.