



Personal, Social, Emotional Development - Reception Progression Map 2023-24



| | Autumn | Spring | Summer | Mastery |
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| Self-Regulation | <p>Expresses a range of emotions and can name these feelings e.g. happy, sad, angry, worried.</p> <p>Talks to others to resolve conflicts, sometimes needing adult support.</p> <p>Understands that they can talk to an adult if they are upset or worried.</p> <p>Recognise how people show different emotions</p> | <p>Expresses their feelings and considers the feelings of others.</p> <p>Thinks about the perspectives of others.</p> <p>Resolves conflicts independently.</p> <p>Identifies and moderates their own feelings socially and emotionally, using known strategies to help them to remain calm when they feel frustrated.</p> | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)</p> <p>Can name a range of strategies they can use to help regulate their emotions and behaviour.</p> | <p>Regulates strong feelings and uses a wider range of vocabulary to name these feelings when talking about them.</p> |
| | <p>Achieves a goal that has been set for them.</p> <p>Shows patience in waiting for what they want.</p> | <p>Achieves a goal they have chosen, using a range of strategies.</p> <p>Plans and thinks ahead about how they will explore or play with objects.</p> <p>Uses what they have been taught to complete a task independently.</p> <p>Spends an extended period of time working towards a simple goal.</p> | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</p> | <p>Creatively sets own goals and works meticulously towards them, using trial and error to achieve what they were aiming for.</p> |
| | <p>Follows 2 part instructions.</p> <p>Is able to hold a piece of information in mind.</p> <p>Focuses their attention during whole class or small group learning.</p> <p>Listens and responds appropriately during small group learning.</p> | <p>Controls their attention and ignores distractions for short periods of time.</p> <p>Listens and responds appropriately during whole class or small group learning.</p> <p>Maintains a short interaction with an adult or peer when focused on a different activity.</p> | <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG) –</p> | <p>Attentively listens and responds to an adult in back and forth conversations.</p> <p>Holds several ideas or actions in mind and confidently relays these to a peer or adult.</p> |
| Managing Self | <p>Selects and uses activities and resources independently.</p> <p>Willing to try new and unfamiliar activities, sometimes with encouragement from an adult.</p> <p>Tells others about their work and play e.g. what they have made.</p> | <p>Sees themselves as a valuable individual, confidently sharing their likes, dislikes and talking about their family and culture.</p> <p>Shows resilience and perseverance when faced with a challenge, by keeping on trying with a difficult task.</p> | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)</p> <p>Takes on feedback from others and acts upon this.</p> | <p>Reflects and self-evaluates their own work and recognises how to make it even better.</p> |



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| | | Happy to have a go at a task and understand that we learn from mistakes. | | |
| | Shows awareness of the school Code of Conduct, class boundaries and routines. Talks about why rules are needed for different situations. | Does not always need an adult to remind them of a rule or routine. Increasingly follow rules, understanding why they are important. Talks about right and wrong and the consequences involved. | Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG) | Explains to others about what they did or how they felt during a specific situation and how they dealt with it/overcame it. |
| | Be responsible for their own equipment with some support. Most of the time can: Goes to the toilet independently and is able to wipe themselves clean. Washes and dries hands independently. Understands why washing our hands is important. Manages the school day successfully (taken from Physical Development DM) <ul style="list-style-type: none"> • Lining up and queuing • Meal times • Personal hygiene | Manage their own needs all of the time: Toileting/washing hands/drink and snack/coat /socks and shoes. Be responsible for their own equipment Gets changed and unchanged with very little support. Knows and talks about all the different factors that support overall health and wellbeing (taken from Physical Development DM): <ul style="list-style-type: none"> • Regular physical activity • Healthy eating • Tooth brushing • Sensible amounts of 'screen time' • Having a good sleep routine • Being a safe pedestrian | Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) | Confidently manages all needs independently and has a thorough understanding of all aspects of maintaining good health and wellbeing. |
| Building Relationships | Begins to understand why we take turns, wait politely and tidy up after ourselves. Shares with other children. Plays with one or more other children. Understands how people make friends and what makes a good friendship | Plays with other children, extending and elaborating play ideas. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Develops appropriate ways of being assertive in their play. Practices some skills of negotiation and compromise. | Works and plays cooperatively and take turns with others (ELG) | Supports other peers to help resolve conflicts by offering suggestions and acting as a mediator. Confidently uses skills of assertion, negotiation and compromise. |



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| | <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</p> <p>Asks an adult or friend for help if needed.</p> | <p>Builds constructive and respectful relationships by listening to what other children have to say.</p> <p>Is more outgoing to unfamiliar adults within school e.g. happy to talk to other members of staff.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs.</p> | <p>Forms positive attachments to adults and friendships with peers (ELG)</p> | <p>Shows adaptability when circumstances change e.g. new teacher or class, forming new, positive attachments.</p> |
| | <p>Begins to accept the needs of others.</p> <p>Understands that everyone has different strengths.</p> | <p>Begins to understand how others might be feeling.</p> <p>Takes into account others' ideas about how to organise activities.</p> <p>Shows increasing consideration of other people's needs.</p> <p>Recognises the ways in which they are the same and different to others.</p> | <p>Shows sensitivity to their own and to others' need (ELG)</p> | <p>Shows empathy towards others.</p> |