

Robin Hood Early Years  
Progression of skills N1, N2 and Reception  
Personal, Social and Emotional Development



PSED Self-Regulation

| <u>Term</u>                     | <u>Autumn Term</u>                                                                                                                                                                                                                                                                     | <u>Spring Term</u>                                                                                                                                                    | <u>Summer Term</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Nursery 1<br>3 years old        | <ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person.</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person.</li> </ul>                               | <ul style="list-style-type: none"> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> </ul>                                                                                                                                                                                                                             |
| Nursery 2<br>Children turning 4 | <ul style="list-style-type: none"> <li>Begin to develop appropriate ways of being assertive.</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Begin to understand how others might be feeling.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| Reception                       | <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Develop appropriate ways to be assertive.</li> <li>Talk with others to solve conflicts.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> </ul> | <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> |
| SEND support                    | <ul style="list-style-type: none"> <li>Provide alternative ways for pupils to express emotions e.g. emotion mats</li> <li>Provide Now and Next boards for pupils to understand how to work towards simple goals</li> <li>Use of Makaton to communicate feelings effectively</li> </ul> |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

PSED Managing Self

| <u>Term</u>              | <u>Autumn Term</u>                                                                                                                                                                           | <u>Spring Term</u>                                                                                                                                                                                                                                                             | <u>Summer Term</u>                                                                                                                                                                                                              |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nursery 1<br>3 years old | <ul style="list-style-type: none"> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> </ul> | <ul style="list-style-type: none"> <li>Thrive as they develop self-assurance.</li> <li>Feel strong enough to express a range of emotions.</li> <li>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> </ul> | <ul style="list-style-type: none"> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Talk about their feelings in more elaborated ways: "I'm sad because" or "I love it when"</li> </ul> |
| Nursery 2                | <ul style="list-style-type: none"> <li>Play with one or more other child.</li> <li>Begin to remember and follow rules with some understanding, with support.</li> </ul>                      | <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Begin to remember and follow rules with some understanding.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs</li> <li>Find solutions to conflicts and rivalries.</li> </ul>                                                               |

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| Children turning 4 |                                                                                                                                                                                                                                                                                          |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Reception          | <ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them, understanding why they are important.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Be increasingly independent in meeting their own care needs</li> </ul> | <ul style="list-style-type: none"> <li>Manage their own needs.</li> <li>Be independent in meeting their own care needs</li> </ul> | <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> |
| SEND support       | <ul style="list-style-type: none"> <li>Modelling persevering in the face of challenge s. Learning Charter Characters</li> <li>Pictorial rules and routines to support understanding</li> <li>Pictorial reminders</li> </ul>                                                              |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                              |

| PSED Building Relationships     |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |
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| Term                            | Autumn Term                                                                                                                                                                                                                                                                                                                                                        | Spring Term                                                                                                                                                                                                                                                                       | Summer Term                                                                                                                                                                                                                                                                                                                                                                |
| Nursery 1<br>3 years old        | <ul style="list-style-type: none"> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Look back as they crawl or walk away from their key person.</li> <li>Look for clues about how to respond to something interesting.</li> </ul> | <ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> </ul> | <ul style="list-style-type: none"> <li>Feel confident when taken out around the school environment and enjoy exploring new places with their key person.</li> <li>Develop friendships with other children.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</li> </ul> |
| Nursery 2<br>Children turning 4 | <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Show more confidence in new social situations</li> </ul>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>                                                                                                                                                                                                                                                     |
| Reception                       | <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> </ul>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>                                                                                                                            |
| SEND support                    | <ul style="list-style-type: none"> <li>Model how to be an effective friend</li> <li>Provide them with other ways to express feelings e.g. emotion mats,</li> <li>Makaton support children to build positive attachments with a range of people in the setting</li> </ul>                                                                                           |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |