



# George Grenville Academy EYFS - Knowledge and Skills Progression Document

## Personal, Social, Health and Emotional

### Building Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pre - Nursery</b>	<ul style="list-style-type: none"> <li>• Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations</li> <li>• Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</li> <li>• Enjoys playing alone and alongside others and is also interested in being together and playing with other children</li> <li>• Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions</li> <li>• Asserts their own ideas and preferences and takes notice of other people's responses</li> <li>• Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration</li> </ul>					
<b>Nursery (2 – 3 yrs)</b>	<ul style="list-style-type: none"> <li>• Builds relationships with special people but may show anxiety in the presence of strangers.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</li> </ul>	<ul style="list-style-type: none"> <li>• Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</li> </ul>	<ul style="list-style-type: none"> <li>• Will Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</li> </ul>	<ul style="list-style-type: none"> <li>• Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</li> </ul>
<b>Nursery (3 - 4 yrs)</b>	<ul style="list-style-type: none"> <li>• Is more confident to engage with adults that are less familiar to them – wider school staff and visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> </ul>

<p><b>Reception</b> (4 – 5yrs)</p>	<ul style="list-style-type: none"> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> </ul>	<ul style="list-style-type: none"> <li>• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> </ul>
<p><b>ELG</b></p>	<p><b>Children at the expected level of development will:</b></p> <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>					

# Personal, Social and Emotional Development

## Self-Regulation (Understanding Emotions)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pre - Nursery</b>	<ul style="list-style-type: none"> <li>• Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words</li> <li>• Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking</li> <li>• Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement</li> <li>• Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries</li> </ul>					
<b>Nursery (2 – 3 yrs)</b>	<ul style="list-style-type: none"> <li>• Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</li> </ul>	<ul style="list-style-type: none"> <li>• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to the feelings of others, showing concern and offering comfort</li> </ul>	<ul style="list-style-type: none"> <li>• May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable Conditions</li> <li>• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> </ul>
<b>Nursery (3 - 4 yrs)</b>	<ul style="list-style-type: none"> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and selfdoubt</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple words to describe their emotions</li> <li>• Begins to respond appropriately to requests from an adult</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> </ul>
<b>Reception (4 – 5yrs)</b>	<ul style="list-style-type: none"> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> <li>• Seeks support, "emotional refuelling" and practical help in new or challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks ways to manage conflict, for example through holding back, sharing, negotiation and Compromise</li> <li>• With support, is able to stop and follow instructions from an adult, even when engaged in an activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> </ul>	<ul style="list-style-type: none"> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> </ul>	<ul style="list-style-type: none"> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul>

<b>ELG</b>	<p><b>Children at the expected level of development will:</b></p> <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> </ul>
	<ul style="list-style-type: none"> <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>

Personal, Social and Emotional Development						
Managing Self (Understanding Emotions: Sense of Self)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pre - Nursery</b>	<ul style="list-style-type: none"> <li>• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes</li> <li>• Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs</li> <li>• Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability</li> <li>• Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine</li> <li>• Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development</li> <li>• Highly active in short bursts, with frequent and sudden need for rest or withdrawal</li> <li>• Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need</li> <li>• Uses physical expression of feelings to release stress.</li> <li>• Generally has up to 16 teeth – helps adult with brushing teeth</li> <li>• Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing</li> <li>• Develops own likes and dislikes in food and drink, willing to try new food textures and tastes</li> <li>• Shows interest in indoor and outdoor clothing and shoes/wellingtons</li> <li>• Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges</li> <li>• Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</li> <li>• Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling</li> </ul>					

<p><b>Nursery</b> (2 – 3 yrs)</p>	<ul style="list-style-type: none"> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Can hold a cup with two hands and drink well without spilling</li> </ul>	<p>* Will continue to say <i>no</i> but will calm or stop if supported by an adult • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</p>	<ul style="list-style-type: none"> <li>• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Begins to recognise danger and seeks the support and comfort of significant adults</li> <li>• Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Is gradually learning that actions have consequences but not always the consequences the child hopes for</li> <li>• Feeds self competently</li> <li>• Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</li> </ul>
<p><b>Nursery</b></p>	<ul style="list-style-type: none"> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of being evaluated by others and begin to develop ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to talk about similarities and differences of others</li> </ul>	<ul style="list-style-type: none"> <li>• Shows their confidence and self-esteem through</li> </ul>

# Nursery

(3 - 4 yrs)

- Can name and identify different parts of the body • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can mirror the playful actions or movements of another adult or child

- Can wash and can dry hands effectively and understands why this is important • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

about themselves according to the messages they hear from others • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath

differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play

- Observes and can describe in words or actions the effects of physical activity on their bodies

- Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help

- Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body
- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important

<p><b>Reception</b> (4 – 5yrs)</p>	<ul style="list-style-type: none"> <li>Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</li> <li>Shows understanding of how to transport and store equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>Usually dry and clean during the day</li> <li>Can initiate and describe playful actions or movements for other children to mirror and follow</li> </ul>	<ul style="list-style-type: none"> <li>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> <li>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</li> </ul>	<ul style="list-style-type: none"> <li>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> </ul>	<ul style="list-style-type: none"> <li>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</li> </ul>	<ul style="list-style-type: none"> <li>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> <li>Eats a healthy range of foodstuffs and understands need for variety in food</li> </ul>
<p><b>ELG</b></p>	<p><b>Children at the expected level of development will:</b></p> <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>					