

Tilston Parochial Primary School

PSED progress model for knowledge and skills



Tilston Parochial
CE Primary School

	Expectations for Nursery		Expectations for Reception			ELG	Links to KS1
Self-regulation/Making relationships	Can talk about the feelings 'happy' and 'sad'	Can talk about some feelings, such as 'angry', 'scared', 'surprised' and 'excited'	Continues to develop a wider awareness of their own feelings, such as 'jealous', 'worried' and 'frightened'		To be aware of synonyms for previously learnt feelings	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	<u>PSHE Association:</u> H11, H12, H13, H14, H15, H16, H18, H19 <u>PSHE Association:</u> R6, R7, R8, R9, R22, H22, R14, R15, R19, R20
	Recognises when they might be 'happy' or 'sad'	Can recognise when they feel some feelings, such as 'angry', 'scared', 'surprised' and 'excited'	Responds appropriately to some feelings	Recognises when they feel a wider range of feelings, such as 'jealous', 'worried' and 'frightened'	Responds appropriately to a wider range of feelings		
	Begins to understand how others might be feeling	Offers comfort when others are distressed	Recognise the feelings of characters in stories	Begin to understand their actions have a consequence	Recognise when and how they need to respond to a friend, showing sensitivity when needed	Can offer reasons for how a person is feeling	Show sensitivity to their own and to others' needs
	Celebrates accomplishments of goals	Beginning to develop an 'I can't do it yet' attitude	Continue to develop an 'I can't do it yet' attitude by doing something difficult that they want to achieve		Can persevere to reach their intended goal	Shows perseverance and resilience in the face of challenge	
	Takes turns in 1:1 activities with support	Takes turns in small group activities with support	Takes turns in 1:1 and small group activities without support	Takes turns in games and group activities with support	Takes turns in games and group activities without support	Initiates unstructured play and accepts the roles of others	
						Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	

	Sometimes shares resources with adults	Knows to ask for adult support when needed	Helps to find solutions to conflicts and rivalries, such as accepting that no everyone can be Spiderman		Suggests alternative ideas to solve problems	Negotiates and solves problems without aggression	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Give focused attention to what the teacher is saying, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>
	Develops confidence with a familiar adult and separates from main care giver	Develops confidence to talk to familiar adults about interests and wants, such as asks for help	Begins to communicate in a socially acceptable way, e.g. by saying their name first or saying 'excuse me'	Develops confidence when speaking to unfamiliar adults	Can say when they do or don't need help	Thinks about the perspective of others	
	Selects and uses resources independently to support their solitary play	Develops confidence to play alongside another child during self chosen activities	Starts to interact with others during play, engaged in the same themes		Starts to accept the needs and ideas of others during co-operative play	Initiates unstructured play and accepts the roles of others	
	Is able to focus on one activity	Is able to focus on one activity and stop when asked to listen	Can shift focus of attention from one activity/instruction to another		Can complete a task and understand an instruction at the same time in 1:1 situations	Can complete a task and understand an instruction at the same time in group situations	
	Can follow instructions involving 1-2 information carrying words		Can follow instructions involving 2-3 information carrying words		Can follow instructions involving 3-4 information carrying words		
Managing self	Has an awareness of rules and routines	Begins to understand right and wrong with adult modelling.	Can increasingly follow rules independently		Have an awareness of rules and why we need to follow them.	Can remind friends of the rules when needed.	Explain the reasons for rules, know right from wrong and try to behave accordingly
	See PD Skills Progression						Manage their own basic hygiene and

	<p>Is aware of healthy and unhealthy foods</p> <p>Independently accesses the outdoor area for exercise and knows why we need to exercise</p>	<p>Makes healthy choices</p>	<p>Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands</p>	<p>Is able to explain the effects of exercise, sleep and reducing screen time</p>	<p>Can understand why they need to brush their teeth twice a day and the basic effects of unhealthy foods on their teeth</p>	<p>personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	
Vocabulary	<p>PSHE: Feelings, healthy, unhealthy</p> <p>SMSC: different, same, fair</p>						