EYFS progression map from birth to the end of Reception year

Area of Learning Personal, Social and Emotional Development

Concept:
Self-Regulation
Educational Programme from the EYFS framework: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong warm and supportive relationships with adults enable children to learn how to understand their own feeling and those of other. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflict peaceably. These attributes will provide a secure platform form which children can achieve at school and in later life.

Self-Regulation			**ELG**
Progression steps to enable typical progression withinthis concept ↓	**Birth – 3**	Find ways to calm themselves, through interactions with a key person. Find ways of managing transitions, for example from their parent to their key person. Explore emotions though play and stories. Talk about my feelings in more elaborate ways: "I'm sad because…" or "I love it when….".	**Children at the expectedlevel of development will:** **Show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.** **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.** **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instruction involving several ideas.**
	3-4 yrs	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry or 'worried'. Begin to understand gradually how others might be feeling.	
	Reception	Sees themselves as a valuable individual. Express their feelings and consider the feelings of others. Shows resilience and perseverance in the face of challenge. Identify and moderate my own feelings socially and emotionally. Think about the perspectives of others.	