



PSED Term Progression Overview

Check Point 1 – October (Baseline)

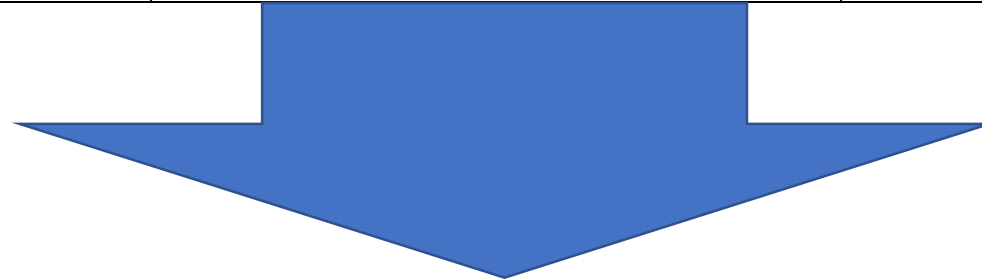
Check Point 2- December

Check Point 3- March

Check Point 4- May

Check Point 5 ELG - June

Self-Regulation	Managing Self	Building Relationships
<p style="text-align: center;">Pre School On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Is more able to recognise the impact of their own choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings. ➤ Is becoming more able to adapt behaviour in different social situations ➤ Show more confidence in new social situations ➤ 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’. ➤ Is beginning to use language rather than physical outbursts to express themselves. ➤ Is beginning to use appropriate behaviour for different settings, e.g. indoor voices. ➤ Identifies basic character virtues, e.g. kindness. 	<p style="text-align: center;">Preschool On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Takes off own coat ➤ Pulls down pants to use toilet and uses toilet independently ➤ Put on shoes without fastening (may be wrong foot) ➤ Pull up garments independently ➤ Reacts to praise by showing pride and a can-do attitude ➤ Developing confidence, risk taking and trying new things ➤ Can name and identify body parts ➤ Tries a range of textures and tastes, expressing a preference ➤ Dresses independently ➤ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 	<p style="text-align: center;">Pre School On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Can identify emotions in others ➤ Beginning to show empathy in simple ways, e.g. puts an arm around another child who is crying ➤ Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict ➤ Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ➤ Takes turns and shares (not consistently). ➤ Seeks the approval of an adult. ➤ Enjoys make-believe play. ➤ Has a set of feelings about themselves. How they feel about themselves is influenced by their relationships with people around them.



On Track Check Point 2

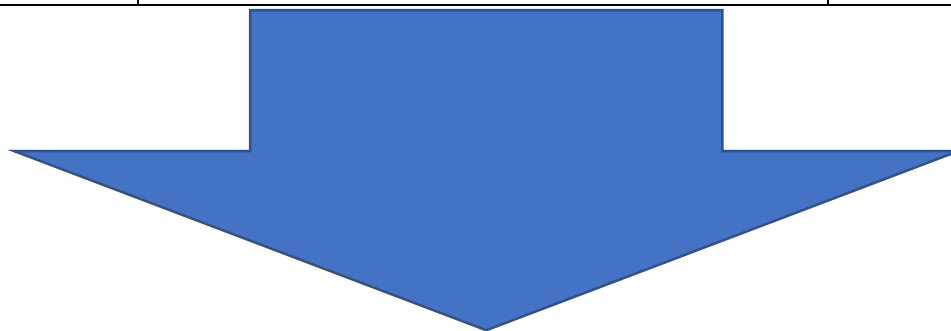
- Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.
- Explain to an adult what has happened when they are upset.
- “Bounces back” quicker after upsets and with more independence
- Sees themselves as a valuable individual
- Keeps trying when they can’t do something first time
- Thinks of other ways of doing things if something hasn’t worked
- Follows familiar, routine instructions independently (e.g. choosing lunch and putting things away)
- Can cope with delays in having needs met

On Track Check Point 2

- Tries new activities with peers.
- Abides by most of the rules of the classroom
- Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset
- Puts on own shoes and fastens if Velcro
- Pulls zips up and down, but may need help to insert or separate
- Uses the toilet independently and wash their hands well, knowing why this is important.
- Discusses healthy food choices.
- Takes part in a variety of exercise

On Track Check Point 2

- Take turns, with adult support, e.g. when playing a board game
- Asks for help from a familiar adult
- Joins in with a group of children who are playing.
- Forms some closer friendships and seeks them out to initiate play
- Expresses their feelings in an appropriate way
- Shows empathy in simple ways, e.g. finding an adult for a child who is hurt.
- Understands that different children have different viewpoints and opinions.



On Track Check Point 3

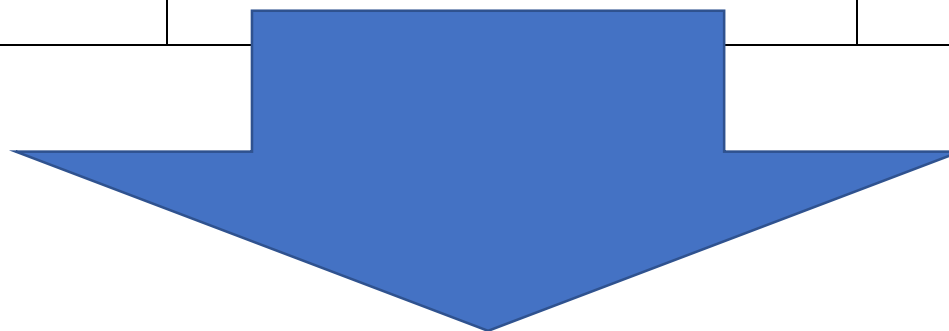
- Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy
- Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"
- Considers the feelings of others
- Controls their impulses when waiting for their turn
- Follows two-step instructions
- Show resilience and perseverance in the face of challenge.

On Track Check Point 3

- Beginning to persevere when something is challenging.
- Tries in new activities independently
- Understands that rules are there to keep us safe and to make things fair
- Takes T-Shirt and jumper on/off independently but may be back to front
- Puts on socks and shoes correctly
- Sorts healthy foods from less nutritional food
- Knows that exercise strengthens your heart and makes you fitter
- Understands road safety and how to be safe in the dark

On Track Check Point 3

- Takes turns when playing a game without adult support
- Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer
- Holds back & forth conversations, listening to their peers' ideas and responding appropriately
- Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face)
- Understands that we may not always like everyone, but we still need to treat them with respect
- 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
- Understands that we may not always like everyone, but we still need to treat them with respect



<p style="text-align: center;">On Track Check Point 4</p> <ul style="list-style-type: none"> ➤ Thinks about the perspectives of others ➤ Moderate their own feelings socially and emotionally ➤ Waits with increased patience, when necessary, e.g. When waiting for a turn on the computer ➤ Controls their feelings when they are upset or angry 	<p style="text-align: center;">On Track Check Point 4</p> <ul style="list-style-type: none"> ➤ Enjoys more challenging activities and set goals for themselves that stretch their abilities. ➤ Tries different approaches when solving problems and be able to discuss what they have done. ➤ Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence ➤ Dresses and undresses independently but may still need help with small buttons and laces. ➤ Fastens zip independently ➤ Clothing may still be put on back-to front on occasion ➤ Talks about how to be safe around water and in the sun ➤ Know and talk about the different factors that support their overall health and wellbeing: <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 	<p style="text-align: center;">On Track Check Point 4</p> <ul style="list-style-type: none"> ➤ Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" ➤ Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help ➤ Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way ➤ Identifies more complex feelings and begins to recognise them in others.
<p style="text-align: center;">Check Point 5 ELG:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>	<p style="text-align: center;">Check Point 5 ELG:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p style="text-align: center;">Check Point 5 ELG:</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>