

THS Progression Map EYFS for Personal, Social and Emotional Development 2022

	Minimum expectations for Muddy Ducks Pre-School			Minimum expectations for Reception		Links to KS1 curriculum
Happy and Healthy Minds	Find ways to calm themselves.	Thrive as they develop self-assurance.	Establish their sense of self.	See themselves as a valuable individual.		Understand the normal range of emotions that everyone experiences. Articulate how they are feeling, develop the language to talk about their bodies, health and emotions.
	Begin to show effortful control for example waiting their turn			Show resilience and perseverance in the face of challenge.		
	Feel strong enough to express a range of emotions.	Increasingly able to talk about and manage their emotions.	Safely explore emotions beyond their normal range through play & stories.	Identify, express and moderate their own feelings socially and emotionally.		
	Talk about their feelings using words like ‘happy’ ‘sad’ ‘angry’ or ‘worried’.		Talk about feelings in a more elaborate way “I’m sad because...”			
	Express preferences and decisions. Try new things and start establishing their autonomy.		Select and use activities and resources with help when needed.	Manage their own needs.		
	Do not always need an adult to remind them of a rule.		Increasingly follow rules understanding why they are important.			
Me and You	Play with increasing confidence alone and with other children.		Develop friendships with other children.	Play with one or more other children, extending and elaborating play ideas.	Build constructive and respectful relationships.	Judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. To engage in talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.
	Notice and ask questions about differences such as skin colour, hair, gender, special needs and disabilities and so on.			Think about the perspective of others		
	Develop appropriate ways of being assertive.		Begin to understand how others might be feeling.		Consider the feelings of others.	
	Become more outgoing with unfamiliar people, in the safe context of their setting.					

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	Help to find solutions to conflicts and rivalries.		Talk to others to solve conflicts.		
Out in the World	Find ways of managing transitions, for example from their parent to their key person.	Feel confident when taken out in the local neighbourhood & enjoy exploring new places with their key person.	Show more confidence in new social situations.	Develop their sense of responsibility and membership of a community	Understand the benefits of hobbies, interests and participation in their own communities. Appreciate that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups are beneficial for health and wellbeing.