

**Progression of skills map for PSED**  
**2022-2023**



	YE - Birth to 3	Nursery / Pre-school Birth to Three / 3-4yrs	Reception Year
<p><b>Intent</b></p> <p>(WHAT - Skills/objectives/covergae...To...)</p>	<ul style="list-style-type: none"> <li>• I know how to begin to show effortful control, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• I know how to begin to seek out others and start to enjoy the company of others.</li> <li>• I know how to play with increasing confidence on my own and with other children.</li> <li>• I know how to safely explore emotions through play and stories.</li> <li>• I know how to feel strong enough to express a range of emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to talk about my feelings, describe them and begin to understand how others might feel.</li> <li>• I know how to develop a sense of responsibility in and membership of the Marsh Green Community.</li> <li>• I know how to play with more than one friend, sharing ideas and working together.</li> <li>• I know how to show growing resilience to challenges.</li> <li>• I know how to understand why rules are important and use my talk with others to save conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to show Empathy to others.</li> <li>• I know how to show determination to complete a goal.</li> <li>• I know how to show resilience in the face of challenges.</li> <li>• I know how to express my feelings and consider the feelings of others.</li> <li>• I know how to manage my own personal needs.</li> </ul>

**Implementation**  
(HOW?  
Strategies/interventions/process)

- Express preferences and decisions eg during snack time, choosing a story.
- Try new things and have started establishing autonomy.
- Aware that some actions can hurt or harm others.
- Try to help or give comfort when others are distressed or upset.
- Show an understanding and can cooperate with some boundaries and routines.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Separate from main carer with support and encouragement from a familiar adult.
- Find ways to calm themselves when being calmed and comforted by a key/familiar person.
- Have a growing ability to distract myself when upset.
- Express own feelings such as sad, happy, cross, scared, worried.
- Respond to the feelings and wishes of others.
- Begin to talk about my feelings in more elaborated ways.
- Have established my sense of self.
- Begin to notice and ask questions about differences
- Is interested in others' play and I am starting to join in.
- Seek out others to share experiences.
- Show affection and concern for people who are special to them.
- Begin to form friendships with other children.

- Aware of own feelings, and know that some actions and words can hurt others' feelings.
- Increasingly follow rules, understanding why they are important.
- Begin to understand how others might be feeling.
- Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries.
- Usually adapt own behaviour to different events, social situations and changes in routine.
- Talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Become more outgoing with unfamiliar people, in the safe context of own setting.
- Show more confidence in new social situations.
- Select and use activities and resources with help when needed.
- Show confidence in asking adults for help.
- Welcome and value praise for what they have done.
- Enjoy responsibility of carrying out small tasks.
- More outgoing towards unfamiliar people and more confident in new social situations.
- Confidently to talk to other children when playing, and will talk freely about own home and community.
- Play with one or more other children, extending and elaborating play ideas.
- Keep my play going by responding to what others are saying or doing.
- Demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.
- Develop a sense of responsibility and membership of a community.

- Understand that own actions affect other people.
- Aware of the boundaries set, and of how to behave in the setting.
- Begin to be able to negotiate and solve problems without aggression.
- Think about the perspectives of others.
- Show an understanding of own feelings and those of others, and begin to regulate my behaviour accordingly
- 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.
- Talk about the things they will enjoy, and are good at, and about the things they don't find easy.
- Manage own needs.
- Confidently speak to others about own needs, wants, interests and opinions.
- Describe myself in positive terms and talk about own abilities.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate own feelings socially and emotionally.
- Express own feelings and consider the feelings of others.
- Confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Sometimes play group games with rules.
- Confident to speak to a class group.
- Begin to resolve minor disagreements through listening to others to come up with a fair solution.
- See myself as a valuable individual.
- Initiate conversations and attend to and takes account of what others say.

			<ul style="list-style-type: none"> <li>● Build constructive and respectful relationships</li> <li>● Take steps to resolve conflicts with other children, e.g. finding a compromise.</li> <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 own and to others' needs.</li> <li>● Sometimes play group games with rules. Begin to resolve minor disagreements through listening to others to come up with a fair solution.</li> </ul>
<p><b>Impact</b> (WHY? Outcomes/assessment..I know how to )</p>	<ul style="list-style-type: none"> <li>● I know how to show control and wait my turn.</li> <li>● I know how to be in the company of others.</li> <li>● I know how to play on my own and with other children.</li> <li>● I know how to talk about my emotions and feelings.</li> <li>● I know how to feel strong enough to express a range of emotions.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to talk about my feelings, describe them and begin to understand how others might feel.</li> <li>● I know how to be responsible in my Marsh Green Community.</li> <li>● I know how to play and share with others in my class.</li> <li>● I know how to show growing resilience to challenges.</li> <li>● I know how to understand why rules are important and use my talk with others to save conflict.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to show Empathy to others, showing thought and care for them.</li> <li>● I know how to show determination to complete a goal. I know how to ask for help when challenges occur and to keep on trying.</li> <li>● I know how to show resilience in the face of challenges. I know how to ask for help when challenges occur and to keep on trying.</li> <li>● I know how to express my feelings and consider the feelings of others.</li> <li>● I know how to use breathing techniques to help me feel calm.</li> <li>● I know how to manage my own personal needs.</li> </ul>