



Bilton Infant School Progression of Skills – Personal, Social and Emotional Development



Stage	Self-regulation	Managing Self	Building relationships
Children working towards Reception skills Birth to Three	<ul style="list-style-type: none"> • To find ways to calm themselves and develop good relationships with their key person. • To begin to understand and express their emotions, using words like 'happy' 'sad' and 'angry'. • To begin to talk about why they feel happy, sad or angry. • To begin to recognise and explore emotions beyond their normal range through play and stories. 	<ul style="list-style-type: none"> • To be able to express their preferences and decisions, whilst being positive and interested in new things. • To play with increasing confidence on their own and with other children. • To develop independence through the arrangement of resources and activities. • To be able to express their preferences and decisions. • To be able to communicate their wants and needs to others. • Children will be supported when toileting and encouraged to handle their own care needs more independently 	<ul style="list-style-type: none"> • To begin to engage with others through talk and gesture. • To become more confident with others, unfamiliar people and new places with the support of their key worker. • To begin to notice and ask questions about differences in people. This may include gender, colour of skin, special needs and disabilities. • To develop good friendships with their peers.
Children working towards Reception skills Three- to Four-Year-Olds	<ul style="list-style-type: none"> • To begin to find solutions to address conflicts in play. • To be familiar with the rules and begin to understand why they are important. • To be able to talk about their feelings using words like 'worried' 'sad' and 'angry' and begin to understand how others may be feeling • To select and use activities and resources, with help when needed. 	<ul style="list-style-type: none"> • To select and use activities and resources with help if needed. Children will build on the types of resources they use to achieve a goal set or chosen by themselves. • To become more confident meeting unfamiliar people within the contexts of the setting. • To be able to risk assess for themselves, dependent on their own physical skills when faced with different tasks and activities in the settings i.e. deciding whether to walk or crawl across a plank. • To begin to demonstrate independence when dressing and undressing. • To begin to handle their own care needs with independence. • To be able to discuss, read books and engage in activities linked to making healthy choices. • To begin to talk about healthy choices (physical and mental). 	<ul style="list-style-type: none"> • To begin to initiate play with others. • To begin to extend and elaborate ideas in play • To have a developing sense of responsibility and membership of the class • To become more outgoing with unfamiliar people in class • To play alongside others • To play with one or more other children, extending and elaborating play ideas • To join in pretend play



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Reception skills

- To be able to see themselves as a valuable individual by sharing information about themselves and their family.
- To listen carefully and follow instructions.
- To be able to use vocabulary to describe how they are feeling.
- With the support of an adult, children will develop strategies for dealing with their emotions, including frustration.
- To be able to discuss and share their emotions.
- To begin to problem solve and understand that learning from our mistakes is a way of learning.
- To start to manage & express feelings appropriately.
- To develop appropriate ways of being assertive e.g. 'Stop it I don't like it'
- Children are showing an awareness of how others might be feeling, or understand the impact of unkind words towards others
- Children will usually adapt their behaviour to different events, social situations and changes in routine.
- To be able to set and work towards goals.
- To be able to wait for what they want and control immediate impulses.
- To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity.
- To be able to show an ability to follow instructions, involving several ideas or actions.

- To begin to demonstrate resilience and perseverance when faced with a challenge.
- To celebrate and share their personal achievements in and out of school.
- To be able to think about the perspective of others.
- To be able to independently manage their own basic needs in the classroom e.g. dressing/undressing independently, going to the toilet and making healthy food choices
- To know simple ways to look after themselves e.g. washing my hands, eating a snack when I am hungry, seeking help when I need it.
- To be confident to speak to others about own interests and opinions
- To show an awareness of the boundaries set, and of behavioural expectations
- Children understand why it is good to be kind & use gentle hands
- Children have a developing understanding of rights and responsibilities, understanding that everyone should be allowed to learn & play

- To build good relationships with adults and peers.
- To initiate play with others.
- To play with others, share and co-operate with friends and peers
- To mix and play with friends and other children.
- Children will have an understanding that their own actions affect other people
- To take steps to resolve conflicts with other children e.g. finding a compromise.
- To help others to feel part of a group and demonstrate how to be a good friend.
- To begin to share and feedback on each other's work with the support of an adult where necessary.
- Can take turns and share resources, sometimes with support from others
- Listens to what adults have to say
- To be more outgoing towards unfamiliar people.
- To ask appropriate questions of others.
- To take in account what others have to say.