



Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance.

Personal, Social and Emotional Development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>SCARF - All about me</u></p> <ul style="list-style-type: none"> • What makes me special • Me and my special people • Who can help me? • My feelings 	<p><u>SCARF - Valuing Difference</u></p> <ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend 	<p><u>SCARF - Being my best</u></p> <ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep 	<p><u>SCARF - Growing and Changing</u></p> <ul style="list-style-type: none"> • Seasons • Getting bigger • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? 	<p><u>SCARF - Rights and responsibilities</u></p> <ul style="list-style-type: none"> • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money: recognising, spending, using 	<p><u>SCARF - Keeping Myself Safe</u></p> <ul style="list-style-type: none"> • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe
Birth – 3 years will		3 and 4-year-olds will		Reception children will	
<p>Personal, Social and Emotional Development – Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (sometimes this leads to feelings of frustration and tantrums). Begin to show 'effortful control'. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>		<p>Personal, Social and Emotional Development – Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. 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'. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and toothbrushing.</p>		<p>Personal, Social and Emotional Development – See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	
				<p>Relevant ELGs</p> <p>Personal, Social and Emotional Development – Self-Regulation ELG:</p> <ul style="list-style-type: none"> • Show an 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 instructions involving several ideas or actions. <p>Managing Self ELG:</p> <ul style="list-style-type: none"> • Be 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 their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships ELG:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	
Key Vocabulary			Links to Characteristics of Effective Learning		

Feelings, happy, sad, angry, worried, love, calm, kindness, family, friends, community, same, different, health, safety, risk, celebration, festival, teamwork, sharing, success.

Showing a curiosity about objects, events and people. Finding ways to solve problems. Making links and noticing patterns in their experience. Making predictions. Developing ideas of grouping, sequences cause and effect.