



EYFS Progression Overview



EYFS Progression Overview		PSHE including British Values and Citizenship					
Skills	Knowledge	Vocabulary	Arriving in Year 1 able to...				
<p>To identify and name some feelings. Be able to explain different ways that family and friends should care for one another. To identify own skills, talents and being special. To understand that sometimes we have to try new things. To understand that their body requires certain things to keep healthy and clean. Begin to understand about some personal dangers - the road, water, the sun. To be sympathetic to other people and their worries. Play co-operatively, taking turns with others. Begin to understand the importance of friendship and of kind behaviour. Form positive relationships with adults and other children. To be able to speak in a familiar group, will talk about ideas. Choose the resources needed for chosen activities. To say when they do and don't need help. Understand consequences, and know that some behaviour is unacceptable. To understand the impact of a vote. Encourage children to see themselves as part of a wider community. Provide opportunities to make links with the local community, for example, outings to local places. To ask questions.</p>	<p>Building relationships with other children. Sharing and turn taking. Interact/ play with others. Separate from Parents/ Carers Distract themselves when/ if they are upset. Build confidence with children/ staff. Discuss right/ wrong/ rules in school. Talk about our emotions and what makes us happy/ unhappy Talk about how we are feeling today and why Develop understanding of school rules/ routines. To be able to cope with transitions.</p>	<p>Rules, danger, good happy, sad, healthy, unhealthy, exercise job, money, same, different, needs, wants, rules, wash, brush teeth, toothbrush, toothpaste, brush hair, wash, bath, like/dislike, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, safety, right, wrong,</p>	<p>Skills</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">With Support</th> <th style="width: 50%; padding: 5px;">Independently</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Be confident to try new activities with independence and resilience.</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Work and play cooperatively. Form positive attachments to adults and peers. Manage their own basic hygiene and personal needs </td> </tr> </tbody> </table> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand the reasons for rules. • Show an understanding of their own feelings and begin to express them. • Develop the skills of negotiation. 	With Support	Independently	Be confident to try new activities with independence and resilience.	<ul style="list-style-type: none"> • Work and play cooperatively. Form positive attachments to adults and peers. Manage their own basic hygiene and personal needs
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