



Minimum Expectations for EYFS (Lime Class)		ELG	Links to KS1 Curriculum	
Feelings and Emotions	Can talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings	Articulates how they feel using age appropriate vocabulary	Self -Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Link to Jigsaw PSHE	
	Recognises when they might be 'jealous', 'worried' and 'frightened' and responds appropriately			
	Is able to ask for help for 'uncomfortable' feelings if they need to	Tells others how they have made them feel		Identifies and moderates their own feelings, socially and emotionally
	Recognises the feelings of characters in stories	Beginning to recognise that animals have feelings too		Expresses their feelings and considers those of others
	Recognise when and how they need to respond to a friend, showing sensitivity when needed	Thinks about the perspectives of others		
	Children are able to explain what they are good at and what they need to practise	Children understand how they can improve		Sees themselves as a valuable individual
	Children are developing resilience, trying to do something difficult which they want to achieve	Children persevere to reach their intended goal		Shows perseverance and resilience in the face of challenge
Takes turns in games and group activities with some support	Takes turns in familiar games and group activities without support			
Watches the person who is speaking and knows when it is their turn to speak				
Shows confidence when playing in a small group and in new social situations	Shows confidence during whole class sessions			
Behaviour			Self -Regulation 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	
			Link to Jigsaw PSHE	

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	Asks for help – 'Please can you help me do up my coat?'	Asks others if they need help – 'Would you like me to help you?'	Thinks about the perspectives of others	to follow instructions involving several ideas or actions.	
	Selects and uses activities and resources without help. Knows which resources they need to carry out their intended activity.			Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	
	Children know that they must put something away before getting something else out. Children independently sweep, wipe and wash where required.				
	Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.		Builds constructive and respectful relationships		
Relationships	Plays with one or more other children, extending and elaborating on play ideas	Plays in a group, sharing and extending ideas		Building Relationships Work and play cooperatively Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs	Link to Jigsaw PSHE
	Offers to share resources – 'Would you like this...?'	Is able to explain the importance of sharing			
	Resolving conflicts by themselves, where possible, and not retaliating Developing appropriate ways of being assertive	Children are able to determine when a situation requires adult intervention	Thinks about the perspectives of others		
	Becomes more outgoing to unfamiliar people	Has an awareness of stranger danger			

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Responsibility	<p>Puts their cardigan/jumper in a sensible place if they take it off</p> <p>Beginning to name pieces of work that are theirs</p>	<p>Children know what belongs to them and stores items sensibly</p>	Manages their own needs		Link to Jigsaw PSHE
	<p>Children are responsible for bringing their reading book and yellow reading record book back each day</p>	<p>Children are responsible for bringing their reading books and PE kits</p>			
	<p>Children are responsible for maintaining the indoor and outdoor areas.</p> <p>Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group.</p>				
Sense of Community	<p>We provide activities and experiences for children which help to develop their sense of community.</p> <p>This includes inviting members of the community into school such as nurses, librarians, community support officers and firemen. As a school community, we would like to provide support to those less fortunate than ourselves, sometimes supporting families within our own school. We plan to reach out to neighbours, extended family and the elderly so that we can share stories, experiences, fun and laughter.</p> <p>We pride ourselves on positive relationships of parents, sharing of next steps.</p>				
Personal Hygiene Needs	<p>See Physical Development Progression</p>		<p>Managing Self</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		

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