

# Somerville Federation

## PSED progress model for knowledge and skills

	Expectations for the end of 2 year old provision	Expectations for the end of F1	Expectations for F2			Links to KS1
<b>Self-regulation/Making relationships</b>	Can talk about the feelings 'happy' and 'sad'	Can talk about some feelings, such as 'angry', 'scared', 'surprised' and 'excited'	Continues to develop a wider awareness of their own feelings, such as 'jealous', 'worried' and 'frightened'	To be aware of synonyms for previously learnt feeling	<b>ELG:</b>  <b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</b>  <b>Show sensitivity to their own and to others' needs</b>  <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</b>  <b>Work and play cooperatively and take turns with others</b>  <b>Form positive attachments to adults and friendships with peers</b>	<u><b>Jigsaw</b></u>  <u>Caring friendships</u> R7, R8, R9,R10 R11,  <u>Families and people who care for me</u> R1, R2, R3, R4, R5, R6  <u>Respectful relationships</u> R12, R13, R14, R15, R16, R19  <u>Online relationships</u> R21, R25, R32  <u>Being safe</u> <u>R25, R29, R30, R31, R32</u>  <u>Mental Well-being</u> H2,H3,H4,H5, H6,H7,H8,H9  <u>Internet safety and Harms</u>  H11, H12, H13, H14, H15, H16, H18, H19  <u>Physical health and fitness</u> H18, H19, H20, H21  <u>Healthy eating</u> <u>H22, H23,</u>
	Recognises when they might be 'happy' or 'sad'	Can recognise when they feel some feelings, such as 'angry', 'scared', 'surprised' and 'excited'	Recognises when they feel a wider range of feelings, such as 'jealous', 'worried' and 'frightened'	Responds appropriately to a wider range of feelings		
	Begins to understand how others might be feeling	Offers comfort when others are distressed	Begin to understand their actions have a consequence	Recognise when and how they need to respond to a friend, showing sensitivity when needed		
	Celebrates accomplishments of goals	Develops an 'I can do it' attitude by doing something difficult that they want to achieve	Can persevere to reach their intended goal	Shows perseverance and resilience in the face of challenge		
	Takes turns in 1:1 activities with support	Takes turns in 1:1 and small group activities	Takes turns in games and large group activities	Initiates unstructured play and accepts the roles of others		
	Sometimes shares resources	With support finds solutions to conflicts and rivalries	Suggests alternative ideas to solve problems	Negotiates and solves problems without aggression		

	Develops confidence with a familiar adult and separates from main caregiver	Develops confidence to talk to familiar adults about interests and wants,	Develops confidence when speaking to unfamiliar adults Can say when they do or don't need help	Considers the perspective of others	<b>Give focused attention to what the teacher is saying, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</b>
	Develops confidence to play alongside another child during self chosen activities	Interacts with others during play, engaged in the same themes	Starts to accept the needs and ideas of others during cooperative play	Initiates unstructured play and accepts the roles of others	
	Is able to focus on one activity and stop when asked to listen	Can shift focus of attention from one activity/instruction to another	Can complete a task and understand an instruction at the same time when 1:1	Can complete a task and understand an instruction at the same time in a group	
<b>Managing self</b>	Follows expectations and routines with support	Can follow expectations and routines independently	Have an awareness of rules and why we need to follow them	Can remind friends of the rules when needed.	<b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b>  <b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b>  <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>
	Children are able to access healthy foods and exercise with support Take part in supervised toothbrushing	Is aware of healthy / unhealthy foods Independently accesses the outdoor area & knows why we need to exercise. Takes part in toothbrushing	Makes healthy choices with support is able to explain the importance of washing hands	Can understand why they need to brush their teeth twice a day and the basic effects of unhealthy foods on their teeth	
	Helps to put on their own coat hat, shoes	Can put on their own coat, attempt to fasten. Can put on puddle suit with support	Put their coat on by themselves	Put their coat on by themselves and zip it up	
	Can pull clothing up & down for the toilet / nappy change	Uses the toilet and washes their hands independently			
	Engage with others through gestures, gaze and talk.	Select and use activities and resources independently, working towards a goal they have chosen.	Work towards a goal they have chosen, or is suggested for them.	Show resilience and perseverance in the face of challenge.	
<b>PSED vocabulary</b>	<i>Myself Feelings Being gentle Talents Families Home Friends</i>	<i>Stand up for self, Challenges Perseverance, Jobs, Help, Exercise, Healthy food, Physical activity Sleep Clean, Respect my body Fun Fears</i>			

		<i>Growth Family life Friendship</i> <i>Falling out</i>			
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