


Wooler First School

PSED Progress Model for Knowledge and Skills

		Links to KS1 Curriculum	Expectations for Reception (4 -5 yrs)		Expectations for Nursery (3-4 yrs) (2-3 yrs)	
Self Regulation		Articulates how they feel using age appropriate vocabulary Identifies and moderates their own feelings, socially and emotionally Expresses their feelings and considers those of others Thinks about the perspectives of others	Beginning to use a wider range of vocabulary to describe feelings.		Can talk about the feelings and recognise when they might be e.g. happy, excited, angry, sad	Is beginning to talk about feelings
			Recognises the feelings of characters in stories	Understands how others are feeling and responds appropriately	Begins to understand how others might be feeling	Beginning to know when they feel happy, sad etc.
			Tells others how they have made them feel	Is able to ask for help for 'uncomfortable' feelings if they need to	Understands how they can manage 'uncomfortable' feelings appropriately	Seeks comfort from an adult when appropriate.
		Sees themselves as a valuable individual	Children understand how they can improve	Children are able to explain what they are good at and what they need to practise	Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers	

Behaviour & Managing Self

		Shows perseverance and resilience in the face of challenge	Children persevere to reach their intended goal	Children are developing resilience, trying to do something difficult which they want to achieve	Children celebrate accomplishment of goals	
			Takes turns in familiar games and group activities without support	Takes turns in games and group activities with some support	Takes turns in games and group activities with encouragement and support	
			Watches the person who is speaking and knows when it is their turn to speak		Understands that they need to wait their turn and can anticipate when it is next	Understands that they need to wait their turn with support
		Shows confidence during whole class sessions		Shows confidence when playing in a small group and in new social situations	Shows confidence when playing with a friend	Developing confidence
		Thinks about the perspectives of others	Asks others if they need help – ‘Would you like me to help you?’	Asks for help – ‘Please can you help me do up my coat?’	Asks a friend if they can play	
		Manage own basic hygiene and personal needs. They also understand the importance of healthy food choices.		Independently dresses and undresses, can do buttons and zips with support. Can talk about healthy food.	Uses the toilet and washes hands independently. Beginning to put coat and shoes on.	Begin to wash hands independently and communicate toileting needs to an adult.
		Selects and uses activities and resources without help. Knows which resources they need to carry out their intended activity.			Selects and uses activities and resources, with help, when needed. Knows that they need some resources e.g. an apron for painting.	
		Children know that they must put something away before getting something else out. Children independently sweep, wipe and wash where required.			Beginning to tidy up after themselves, putting things back where they came from. Children are prompted to sweep, wipe and wash if needed.	Prompted to tidy up
		Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.			Children increasingly follow rules independently	Children are beginning to understand right and wrong with adult modelling. Children apologise for any negative behaviour choices.

Relationships		Builds constructive and respectful relationships Thinks about the perspectives of others	Plays in a group, sharing and extending ideas	Plays with one or more other children, extending and elaborating on play ideas		Plays alongside a friend	Shows an interest in others
			Is able to explain the importance of sharing	Offers to share resources – ‘Would you like this...?’	Shares resources with friends if they are asked for something	Beginning to share resources with adults and peers, with some support	
			Children are able to determine when a situation requires adult intervention	Resolving conflicts by themselves, where possible, and not retaliating Developing appropriate ways of being assertive		Beginning to resolve conflicts, asking an adult if they need support	
			Understands people are all different and equal – asks questions and responds appropriately			Beginning to notice differences between themselves and others and ask questions or comment	
			Has an awareness of stranger danger	Becomes more outgoing to unfamiliar people within setting e.g. visitors/supply staff etc.		Children begin communication with people by first saying their name or ‘excuse me’. Children do not need to be physical to get attention	
Responsibility		Manages their own needs	Children know what belongs to them and stores items sensibly	Puts their cardigan/jumper in a sensible place if they take it off Beginning to name pieces of work that are theirs		Recognises their own belongings and knows to store their items on their peg	