



Reception Personal Social Emotional Progression



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about Me	Celebrations	Our World	Springtime	Past and Present	Growth and change
Key Question	What is different between you and your new peers?	What are the similarities and differences between a range of celebrations?	What are some similarities and differences between the rainforest and frozen worlds?	What are the signs of Spring?	What do people in your community do to help you?	How do things around you change?
Reception	To describe a friend.	To understand how to be a good friend.	To understand how to be a good friend.	To understand how to be a good friend.	To understand how to be a good friend.	To understand how to be a good friend.
	To know and demonstrate friendly behaviour.	To learn about a range of different festivals.	To describe a range of different habitats around the world.	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	To understand that people need help.	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	To understand how to be a good friend.	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	To be able to talk about why a character has made a poor choice and what the consequences are.	To identify ways of being helpful to others and how this will make them feel.	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	To learn to join in with whole group activities.	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	To be able to talk about why a character has made a poor choice and what the consequences are.	To be able to talk about how the character could have made a better choice	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	To choose an activity independently.	To be able to regulate their behaviour accordingly.	To be able to talk about how the character could have made a better choice	To be able to talk about how the character could have made a better choice	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.	*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	To learn about important dates in their lives.	To be able to talk about different festivals.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To talk about the effect my behaviour has on others.	
	To learn right from wrong.					
Personal, Social and Emotional (Knowledge and Skills)						

		<p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To learn about the different family structures.</p> <p>*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> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>	<p>To understand why different people celebrate different things.</p> <p>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> <p>To talk about the effect my behaviour has on others.</p> <p>To begin taking turns with their friends.</p>	<p>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> <p>To talk about the effect my behaviour has on others.</p> <p>To begin taking turns with their friends.</p>	<p>could have made a better choice.</p> <p>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> <p>To talk about the effect my behaviour has on others.</p> <p>To begin taking turns with their friends.</p>	<p>To begin taking turns with their friends.</p>	<p>Managing Self. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>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> <p>To talk about the effect my behaviour has on others.</p> <p>To begin taking turns with their friends.</p>
--	--	---	---	---	---	--	--

		<p>importance of healthy food choices</p> <p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p> <p>To talk about the effect my behaviour has on others.</p> <p>To be able to talk about the relationships they have at home with their family and friends.</p>					
Understanding (Assessment opportunities)	<p>Questioning Verbal and written feedback Discussions Learn retrieve share activities</p>	<p>Circle time questioning regarding family, friends, community and home life</p> <p>Making class rules and following the rules they have set</p> <p>Sustained periods of concentration during circle</p>	<p>Questioning Verbal and written feedback Discussions Learn retrieve share activities</p>	<p>Teacher observations during continuous provision of friendships and if they can demonstrate how to be a good friend</p> <p>Teacher observations of self-regulation and how they handle conflict amongst peers</p>	<p>Questioning Verbal and written feedback Discussions Learn retrieve share activities</p>	<p>Through observation assess whether children show independence and resilience</p> <p>Provide children with choices i.e. where they want to play, what snack they would like etc to assess their independence</p>	

			<p>times, increasing as the term progresses</p> <p>Teacher observations during continuous provision to assess PSE factors i.e., self-regulation, turn taking, sharing etc</p> <p>To wash hands ready for snack and lunch, to toilet appropriately</p> <p>Oral feedback on topic work surrounding celebrations</p>		<p>Sustained periods of concentration during circle times, increasing as the term progresses</p> <p>Targeted questioning during circle times surrounding the world and where we live</p> <p>Small group booster work for targeted children to help improve PSE skills i.e., self regulation</p>		<p>and decision making by allowing them to choose their own path</p> <p>Through observation assess how children demonstrate awareness that their behaviour has an impact on others and whether they could have made better choices</p>
Vocabulary	<p>Family</p> <p>Friends</p> <p>Myself</p> <p>Senses</p> <p>Smell</p> <p>Taste</p> <p>Touch</p> <p>Hearing</p> <p>Sight</p> <p>Healthy foods</p> <p>Unhealthy foods</p>	<p>Celebrations</p> <p>Diwali</p> <p>Thanksgiving</p> <p>Hanukkah</p> <p>Christmas</p> <p>Birthday</p> <p>Wedding</p> <p>New Year</p> <p>Rangoli</p> <p>Mendi</p> <p>Pilgrims</p> <p>Native</p> <p>Americans</p> <p>Jewish</p>	<p>Frozen Worlds</p> <p>Arctic</p> <p>Antarctic</p> <p>Explorers</p> <p>Expedition</p> <p>Orca Whales</p> <p>Seals</p> <p>Walrus'</p> <p>Rainforests</p> <p>Canopy</p> <p>Monkeys</p> <p>Tigers</p>	<p>Seasons</p> <p>Spring</p> <p>Summer</p> <p>Autum</p> <p>Winter</p> <p>Hot</p> <p>Cold</p> <p>Windy</p> <p>Snowy</p> <p>Extreme</p> <p>Weathers</p> <p>Hurricanes</p> <p>Thunderstorms</p> <p>Tornadoes</p> <p>Rainbows</p>	<p>Police</p> <p>Ambulance</p> <p>Fire</p> <p>RNLI</p> <p>Air Ambulance</p> <p>999</p> <p>Old</p> <p>New</p> <p>Changes</p> <p>Then</p> <p>Now</p>	<p>Minibeasts</p> <p>Life Cycles</p> <p>Growth</p> <p>Changes</p>	

	Retrieval Practice	<p>Knowledge/Skills: N/A</p>	<p>Retrieval Question ideas: N/A</p>	<p>Knowledge/Skills: To learn about the different family structures. To describe a friend. *Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Retrieval Question ideas: Who is in your family? What makes a good friend? What classroom rules did we set?</p>		<p>Knowledge/Skills: To talk about the world that we live in and how there are similarities and differences when looking at different aspects. To describe a range of different habitats around the world. To be able to talk about different festivals</p>	<p>Retrieval Question ideas: Can you remember the differences between the rainforest and the polar regions? Can you name some different habitats around the world? What different festivals are celebrated around the night? Can you compare Diwali to Bonfire Night?</p>	
--	--------------------	----------------------------------	--	--	--	--	--	--	--