



Reception Personal Social Emotional Progression



Reception	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 does community mean to me?	How do people celebrate around the world?	Where would you explore?	What are the signs of spring?	How has a bus changed overtime?	How do living things change?
Personal, Social and Emotional (Knowledge and Skills)	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 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.	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.	*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	To learn to join in with whole group activities.	To be able to talk about different festivals.	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.	Managing Self. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.	
	To choose an activity independently.	To understand why different people celebrate different things.	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	To be able to talk about how the character could have made a better choice.	Give focused attention to what the teacher says,	Give focused attention to what the teacher says,
	To learn about important dates in their lives.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an	To talk about the world that we live in and how there are similarities and				
	To learn right from wrong.						
	To understand how to make the right choices and the consequences of not making the right ones.						

		<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>*</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</p>	<p>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>differences when looking at different aspects.</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>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>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>To talk about the effect my behaviour has on others.</p> <p>To begin taking turns with their friends.</p>	<p>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>
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		relationships they have at home with their family and friends.					
	Understanding (Assessment opportunities)	Questioning Verbal and written feedback Retrieval practice activities	Circle time questioning regarding family, friends, community and home life Making class rules and following the rules they have set Sustained periods of concentration during circle times, increasing as the term progresses Teacher observations during continuous provision to assess PSE factors I.e., self-regulation, turn taking, sharing etc To wash hands ready for snack and lunch, to toilet appropriately Oral feedback on topic work surrounding celebrations	Questioning Verbal and written feedback Discussions and debates End of topic brain dump Retrieval practice activities	Teacher observations during continuous provision of friendships and if they can demonstrate how to be a good friend Teacher observations of self-regulation and how they handle conflict amongst peers Sustained periods of concentration during circle times, increasing as the term progresses Targeted questioning during circle times surrounding the world and where we live Small group booster work for targeted children to help improve PSE skills I.e., self regulation	Questioning Verbal and written feedback Discussions and debates End of topic brain dump Retrieval practice activities	Through observation assess whether children show independence and resilience Provide children with choices I.e. where they want to play, what snack they would like etc to assess their independence and decision making by allowing them to choose their own path Through observation assess how children demonstrate awareness that their behaviour has an impact on others and whether they could have made better choices
	Vocabulary	Family Friends Myself	Celebrations Diwali Thanksgiving	Frozen Worlds Arctic Antarctic	Seasons Spring Summer	Police Ambulance Fire	Minibeasts Life Cycles Growth

		Senses Smell Taste Touch Hearing Sight	Christmas Birthday Wedding New Year Rangoli Mendi Pilgrims Native Americans	Explorers Expedition Orca Whales Seals Walrus' Rainforests Canopy Monkeys Tigers Dinosaurs Jurassic Fossils	Autumn Winter Hot Cold Windy Snowy Extreme Weathers Hurricanes Thunderstorms Tornadoes Rainbows Healthy foods Unhealthy foods Oral Health Pig Cow Donkey Chicken Sheep Goat Farm	RNLI Air Ambulance 999 Old New Changes Then Now Bus Past Present Train School 1935	Changes Personal Caterpillar
	Retrieval Practice	Retrieval Question ideas: Topics retrieved through Learn, Retrieve, Share challenges.					