

EYFS Skills Progression

PSHE

22-36 months	Personal, Social & Emotional Development	Self-Confidence & Self-Awareness	<p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Expresses own preferences and interests.</p>
		Managing Feelings & Behaviour	<p>Seeks comfort from familiar adults when needed.</p> <p>Can express own feelings such as sad, happy, cross, scared, worried.</p> <p>Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Tries to help or give comfort when others are distressed.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>
		Making Relationships	<p>Interested in others' play and starting to join in.</p> <p>Seeks out others to share experiences</p> <p>Shows affection and concern for people who are special to them.</p> <p>May form a special friendship with another child</p>
		Self-Confidence & Self-Awareness	<p>To select and use activities and resources with help.</p> <p>To welcome and value praise for what they have done.</p> <p>To enjoy the responsibility of carrying out small tasks.</p> <p>To be more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>To be confident talking to other children when playing and communicate freely about own home and community.</p> <p>To show confidence in asking adults for help.</p>

30-50 months	Personal, Social & Emotional Development	Managing Feelings & Behaviour	<p>To be aware of own feelings and know that some actions and words can hurt others' feelings.</p> <p>To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.</p> <p>To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.</p> <p>To usually adapt behaviour to different events, social situations and changes in routine.</p>
		Making Relationships	<p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>To initiate play, offering cues to peers to join them.</p> <p>To keep play going by responding to what others are saying or doing.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>
	Physical Development	Health & Self-Care	<p>To tell adults when hungry or tired, or when they want to rest or play.</p>

			<p>To gain more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>To usually manage washing and drying hands.</p> <p>To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
	Understanding the World	People & Communities	<p>To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p> <p>To show interest in different occupations and ways of life.</p> <p>To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</p>
40-60 months	Personal, Social & Emotional Development	Self-Confidence & Self-Awareness	<p>To be confident to speak to others about own needs, wants, interests and opinions.</p> <p>To describe self in positive terms and talk about abilities.</p>
		Managing Feelings & Behaviour	<p>To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>To take steps to resolve conflicts with other children, e.g. finding a compromise.</p>
		Making Relationships	<p>To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>To be aware of the boundaries set and of behavioural expectations in the setting.</p> <p>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>
	Physical Development	Health & Self-Care	<p>To eat a healthy range of foodstuffs and understand a need for variety in food.</p> <p>To usually be dry and clean during the day.</p> <p>To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>To show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</p>

			To practice some appropriate safety measures without direct supervision.
ELG	Personal, Social & Emotional Development	Self-Confidence & Self-Awareness	To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings & Behaviour	To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their
		Making Relationships	To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Physical Development	Health & Self-Care	To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.