

HLC Early Years Foundation Stage Curriculum Progressive Areas of Learning



Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Nursery					Reception				
Self-Regulation At the end of Nursery, an HLC child will: <ul style="list-style-type: none"> - Name the different emotions they are feeling and talk about the reasons for feeling this way. - Identify when a peer is feeling different emotions and adjusts their interactions accordingly. - Set themselves a play-related goal and work with adults and peers in deciding how to achieve this. - Try again when they do not achieve a goal they have aimed for or been set by an adult – learning from prior experiences. - Take turns with toys and talking and know how to wait patiently. - Follow single-step instructions explicitly. 	Managing Self At the end of Nursery, an HLC child will: <ul style="list-style-type: none"> - Know the difference between right and wrong. - Have the confidence to choose from a range of Learning Through Play opportunities and vary these. - Know when they need support in achieving a goal and asking for help from a teacher or peer to do this. - Know when and why they should wash their hands. - Go to the toilet independently when they need it. - Recognise when they are hungry or thirsty and know how to overcome these feelings. - Identify healthy food and drink choices and know when and how frequently their teeth should be brushed. 	Building Relationships At the end of Nursery, an HLC child will: <ul style="list-style-type: none"> - Take turns with their peers when Learning Through Play. - Resolve conflicts with their peers with the support of a teacher. - Play and learn with and alongside their peers and teachers in a harmonious manner. - Adopt different – but positive – play styles with the people they work with depending on their familiarity. - Combine knowledge of peers' emotions with how they play and communicate with them as a sign of respect. - Build relationships with their teachers and know that they are a source of comfort, knowledge and guidance during their time at school. 	Self-Regulation At the end of Reception, an HLC child will: <ul style="list-style-type: none"> - Identify when they are feeling a big emotion, know which emotion this is and understand how to regulate these feelings. - Recognise when a peer is experiencing big emotions and know how to properly support them. - Choose and talk about what their goals are, how they intend on achieving them and adapt if initially unsuccessful, particularly in play. - Demonstrate resilience when working towards their goals. - Wait patiently, if necessary, when wanting to engage in conversation or use a shared resource. - Follow instructions with several steps and remain disciplined to ensure they are followed accurately. 	Managing Self At the end of Reception, an HLC child will: <ul style="list-style-type: none"> - Know both class and school rules and follow these whilst understanding the consequences for not doing so and why consequences exist. - Choose a Learning Through Play opportunity which interests them regardless of their friendships group's choices. - Call upon the support of teachers, peers, books and prior experiences when working towards a goal. - Cross the road outside school using the zebra crossing safely and following the highway code. - Undress and dress themselves when appropriate (jumpers off, preparing for PE, forest kit etc.). - Talk about and understand the importance of a healthy diet and caring for our teeth. 	Building Relationships At the end of Reception, an HLC child will: <ul style="list-style-type: none"> - Work and play with a wide selection of peers and have individual relationships with them. - Independently resolve conflicts with their peers, drawing upon previously modelled strategies. - Have positive relationships with both their peers and teachers and know how these relationships differ. - Adopt positive behaviours towards all members of the school community, including visitors, regardless of friendship levels. - Understand that others around them may have different wants and needs to themselves and adapt their behaviour appropriately. - Know members of the school's pastoral team and understand their role in supporting children. 				

	Spring 1 Nursery 1	Spring 2 Nursery 1	Summer 1 Nursery 1	Summer 2 Nursery 1	Autumn 1 Nursery 1	Autumn 2 Nursery 2	Spring 1 Nursery 2	Spring 2 Nursery 2	Summer 1 Nursery 2	Summer 2 Nursery 2
		Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere	Splish, Splash, Splosh	Getting to Know You	Use Your Imagination	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere
Nursery	<ul style="list-style-type: none"> - When being read to, identify simple emotions being felt by characters. - Play and decide when they have achieved what they wanted. - Observe teacher models of completing instructions. - Explore the environment and discover favoured play. - Make it known that they need the toilet. - Communicate their feelings of thirst and hunger. - Join in with Learning Through Play, at times alongside their peers. 	<ul style="list-style-type: none"> - Talk about what makes them happy in school and at home. - Know when they have made a good choice through verbal feedback. - Know we wash our hands after going to the toilet. - Talk about brushing their teeth at home. - Communicate with a teacher when a conflict takes place. - Use teaching staff as a source of comfort when needed. 	<ul style="list-style-type: none"> - Match feelings/emotions to facial expressions. - When playing, learn from their mistakes to make improvements. - Follow basic instructions involving movements around the classroom. - Play with different peers when following interests. - Independently attempt to use the toilet. - Understand how food and hunger and drink and thirst relate. - Talk about the food they eat at home. - Choose to join play already being completed by peers. 	<ul style="list-style-type: none"> - Recognise when peers are happy to play and interact. - Play with their friends, using the same toys and equipment. - Talk to teachers about what poor and good choices result in. - Know when coats and jumpers should be worn. - Brush their teeth with the support of a trusted adult. - Talk to a teacher when a conflict takes place. - Approach teaching staff to celebrate their achievements during play. 	<ul style="list-style-type: none"> - Use the words 'sad', 'happy', 'scared' and 'excited' to describe how they are feeling. - Work towards a -play-related goal which has been set by a teacher. - Listen to a single-step instruction and complete it with a teacher. - Begin to vary play choices across the environment. - Verbally inform teachers when they need the toilet. - Ask for food or drink when necessary. - Try a selection of fruit and vegetables. - Play alongside peers when Learning Through Play. 	<ul style="list-style-type: none"> - Comfort a peer who is feeling a negative emotion. - Observe models from teachers and peers as to how play and work can be revisited and improved. - Understand the results of good and poor choices. - Know when to wash hands throughout the school day. - Use clothing to adapt to weather. - Know the equipment needed to effectively brush their teeth. - Tell a peer when they have caused a negative emotion. - Talk confidently with trusted adults in school. 	<ul style="list-style-type: none"> - Know a range of more complex emotions (confused, nervous, shy etc.). - Work with teachers to set themselves a play-related goal. - Listen to and attempt to follow a single-step instruction alone. - Play with friends across a range of opportunities. - Inform teachers when they are hungry or thirsty and know what to do. - Talk about their favourite fruits and vegetables. - Play with friends rather than alongside them and display enjoyment in this. 	<ul style="list-style-type: none"> - Talk to a teacher when there is a concern regarding a peer's emotional state. - When prompted by a teacher, return to play and learning to improve. - Know when a poor choice has been made when playing with others. - Go to the toilet independently when needed. - Know when and how frequently they should brush their teeth. - Listen to a teacher when they are resolving a conflict. - Talk about their "best" friends in school and who they like to play with. 	<ul style="list-style-type: none"> - Give reasons for feeling different emotions. - Set a play-related goal and work with peers and teachers to decide how to achieve it. - Explicitly follow single-step instructions. - Choose from and vary between play opportunities. - Know why we wash our hands. - Access rolling snack independently when needed and know which food types are 'healthy' options. - Play well with peers by taking turns. - Play harmoniously with peers and teachers. 	<ul style="list-style-type: none"> - Identify when a peer is feeling a big emotion and adjust their behaviour accordingly. - When they do not achieve a goal, try again when supported by a teacher. - Take turns and share when using toys and equipment. - Know the difference between right and wrong. - Adapt to weather and temperature changes. - Know why they should brush their teeth. - Resolve conflicts with the support of a teacher. - Play with peers and teachers in different ways depending on familiarity.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Only One You	In my imagination...	Winter Wonderland	Spring has Sprung	Protectors of the Earth
Reception	<ul style="list-style-type: none"> - Observe teacher models on regulating a range of big emotions and talk about which might work for them. - Independently consider how play-related goals can be achieved and begin to talk about this with peers. - Study and imitate turn-taking and sharing strategies which are modelled by teachers. - Explore their learning environment and talk about which play opportunities they find most enjoyable. - Work with peers when working towards play goals. - With support and reminders from teachers, change self to be ready for PE and forest school. - Play with a variety of peers depending on the chosen Learning Through Play opportunity. - Use talk and play to build relationships with teachers and their peers. - Be introduced to the school's pastoral team. 	<ul style="list-style-type: none"> - Talk with peers when they are feeling a range of emotions. - Talk to teachers and peers about how they demonstrate a 'never give up' attitude. - With teacher guidance, complete instructions with multiple steps. - Know and have a say in creating a set of class rules which must be agreed upon and followed by all. - Know the rules which make up the highway code and which elements apply to pedestrians. - Talk about and take part in activities which keep us healthy including exercise, diet, washing and dental care. - Study – and begin to imitate – teacher models for resolving conflicts with their peers. - Recognise and build relationships with members of the school's Senior Leadership Team. 	<ul style="list-style-type: none"> - Approach teachers when they are feeling a big emotion and talk about regulating these feelings. - Set themselves a goal and talk to peers and teachers about how they intend to achieve it. - Use different strategies to ensure toys and equipment are shared fairly. - Follow their own interests, playing with a varied group of peers. - Ask teachers for support when working towards a goal which they are having difficulty with. - Dress and undress for PE and forest school, knowing the correct order actions should be done. - Develop relationships with a variety of peers. - Vary talk and behaviour based on whether they are speaking to a peer or a teacher. - Recognise and build relationships with the school's pastoral team. 	<ul style="list-style-type: none"> - Talk with their peers about strategies they use when feeling big emotions. - Talk with teachers about how they can improve their work and play-related learning activities. - Follow instructions with multiple steps where reminders may be required. - Know rules which apply to the whole school and understand how these can be followed. - Understand how the highway code keeps them safe. - Identify examples of healthy and unhealthy food choices. - With teacher support, resolve peer conflicts through strategies which have been modelled. - Recognise and build relationships with teachers from other classes around school. 	<ul style="list-style-type: none"> - Identify when they are feeling big emotions and know how to regulate these feelings independently. - When playing, choose and talk about goals and adapt their approach if initially unsuccessfully. - Know when they need to wait patiently – to talk to a teacher, to play with a toy, to go outside etc. - Choose a play opportunity which interests them regardless of their friendships group's choices. - Call upon a range of sources of support when working towards a goal, including books. - Independently dress and undress for PE and forest school in a timely manner. - Play and have individual relationships with a variety of peers. - Have positive relationships with both teachers and peers and understand how these differ. 	<ul style="list-style-type: none"> - Recognise when a peer is feeling a big emotion and know how to support them in regulating emotions. - Consistently demonstrate resilience when working towards goals which they have set themselves. - Follow instructions with several steps and remain disciplined to ensure they are followed accurately. - Know the consequences for not following rules and understand why consequences exist. - Follow the highway code around school and cross a zebra crossing safely. - Talk about the importance of a healthy diet, including caring for their teeth. - Independently resolve conflicts with peers through modelled strategies. - Adopt positive behaviours towards all members of the school community. - Know the purpose of the school's pastoral team.

Personal, Social and Emotional Development

Early Learning Goals

Self-Regulation	Managing Self	Building Relationships
Children at the expected level of development will: <ul style="list-style-type: none"> - 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. - 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. 	Children at the expected level of development will: <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	Children at the expected level of development will: <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.