

Garden Suburb Infant School

EYFS and Key Stage One Progression Document

Reception				
Health and Self Care	Managing feelings and behaviours	Making relationships	Self-confidence and Self-awareness	People and Communities
<ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play. Can usually manage washing and drying hands. Dresses 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. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. 	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Children 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 stride. Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want. 	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, 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. Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Children are 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. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. Children are confident to speak to a class group. They can talk about the plans They have made to carry out activities and what they might change if they were to repeat them. They are resourceful in finding support when they need help or information 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect

Year One		
Health and Wellbeing	Relationships	Living in the wider world
<p>Awareness of Feelings</p> <ul style="list-style-type: none"> Can recognise and name different feelings Know a range of words to describe feelings Know how to tell how people are feeling <p>Keeping well and clean</p> <ul style="list-style-type: none"> Understand that things people put into their bodies can affect how they feel Understand why hygiene is important and how simple hygiene routines can stop germs from being passed on Know how physical activity and healthy eating helps them to stay healthy Know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing Know who helps help them to stay healthy (e.g. parent, dentist, doctor) <p>Keeping safe</p> <ul style="list-style-type: none"> Know that household products, including medicines, can be harmful if not used properly Know how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy Know some basic rules to keep safe online 	<p>All about me</p> <ul style="list-style-type: none"> Know what they like/dislike and are good at Know what makes them special and that everyone has different strengths Know how their personal features or qualities are unique to them Know how they are similar or different to others, and what they have in common <p>My Friendships</p> <ul style="list-style-type: none"> Know what makes a good friend Know about different types of friends, including grown-ups Know simple strategies to resolve conflict between friends Know that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) Know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises Know what 'privacy' means and the importance of respecting others' privacy <p>My Family</p> <ul style="list-style-type: none"> Know there are different types of families Know who can help when families make us feel unhappy or unsafe <p>Losing and Finding</p> <ul style="list-style-type: none"> Express how they feel when things get lost or change 	<p>Being Different</p> <ul style="list-style-type: none"> Know more about other people's opinions and views Know about the different groups they belong to (clubs, faith, cultural heritage etc) <p>Money</p> <ul style="list-style-type: none"> Know what money is and where it comes from Know about the cost of everyday items Know that money can be kept in different places, and that some places are safer than others, e.g. a money box or a bank <p>The Environment</p> <ul style="list-style-type: none"> Know some of the things they can do at home and at school to help the environment <p>Looking After Myself</p> <ul style="list-style-type: none"> Know more about road safety and who helps us keep safe (understanding the role of emergency services)
Year Two		
Health and Wellbeing	Relationships	Living in the wider world
<p>About my body</p> <ul style="list-style-type: none"> Know about their bodies and how they work Know about the similarities and differences between males and females Know about gender stereotypes <p>Healthy People</p> <ul style="list-style-type: none"> Know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest Recognise the importance of knowing when to take a break from time online or TV Know that a healthy person has good physical and mental health and wellbeing <p>Keeping safe</p> <ul style="list-style-type: none"> Know how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them Know that not everything they see online is true or trustworthy and that people can pretend to be someone they are not Know how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say Know how to keep safe in the sun and protect from sun damage 	<p>All About My Feelings</p> <ul style="list-style-type: none"> Know that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings Know about different things they can do to manage their own big feelings, Know how to help calm themselves down and help change their mood when they don't feel good Know how to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it <p>Making and Breaking Friendships</p> <ul style="list-style-type: none"> Understand their feelings when friendships break up, or people move away <p>Exploring Our Families</p> <ul style="list-style-type: none"> Know who looks after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them Know their special people (family, friends, carers) and what makes them special and how special people should care for one another Know that babies need care and attention (love) in order to calm them if they are upset <p>Coping with Conflict</p> <ul style="list-style-type: none"> Know why bullying is wrong and how to get help Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say Know the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities 	<p>Special Days</p> <ul style="list-style-type: none"> Know about a range of festivals <p>Money Shopping and Saving</p> <ul style="list-style-type: none"> Know about spending money and understanding the importance of waiting for and checking change Know you have choices about spending and saving money, and that people may make different choices about how to save and spend money <p>Global Food</p> <ul style="list-style-type: none"> Know where food comes from and be able to talk about some of the ethical questions around food supply