

CGPS Progress Model for Knowledge and Skills

Personal Social and Emotional Development



	Nursery				Reception	
Feelings and Emotions	Can talk about the feelings 'happy' and 'sad'.	Can talk about my feelings using words like 'happy', 'sad', and 'angry' or 'worried'.	Can talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings.		Articulates how they feel using age appropriate vocabulary Identifies and moderates their own feelings, socially and emotionally Expresses their feelings and considers those of others Thinks about the perspectives of others	
	Recognises when they might be 'happy' or 'sad' and responds appropriately	Recognises when they might be 'angry', 'scared', 'surprised' and 'excited' and responds appropriately	Recognises when they might be 'jealous', 'worried' and 'frightened' and responds appropriately			
		Understands how they can manage 'uncomfortable' feelings appropriately	Is able to ask for help for 'uncomfortable' feelings if they need to	Tells others how they have made them feel		
		Begins to understand how others might be feeling	Recognises the feelings of characters in stories	Beginning to recognise that animals have feelings too.		
	Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers		Recognise when and how they need to respond to a friend, showing sensitivity when needed			
Behaviour	Children celebrate accomplishment of things they set out to do.	Children are developing resilience trying to do something difficult they want to achieve.	Children persevere to reach their intended goal.		Shows perseverance and resilience in the face of a challenge.	
	Takes turns in games and group activities with encouragement and support.	Takes turns in games and group activities with encouragement with some support.	Takes turns in familiar games and group activities without support.		Takes turns and resolves conflicts within group games.	

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	Understands that they need to wait their turn, using props to support them	Understands that they need to wait their turn and can anticipate when it is their turn during circle time	Watches the person who is speaking and knows when it is their turn to speak.		
	Developing confidence	Shows confidence when playing with a friend	Shows confidence when playing in a small group and in new social situations		Shows confidence during whole class sessions
		Asks a friend if they can play	Asks for help – ‘Please can you help me do up my coat?’	Asks others if they need help – ‘Would you like me to help you?’	Thinks about the perspectives of others
	Selects and uses activities and resources, with help, when needed.		Selects and uses activities and resources without help. Knows which resources they need to carry out their intended activity.		
	Knows that they need some resources e.g. an apron for painting. Prompted to tidy up	Beginning to tidy up after themselves, putting things back where they came from. Children are prompted to sweep, wipe and wash if needed.	Children know that they must put something away before getting something else out. Children independently sweep, wipe and wash where required.		
	Children are beginning to understand right and wrong with adult modelling. Children apologise for any negative behaviour choices.		Children increasingly follow rules independently	Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.	
Relationships	Shows an interest in others	Plays alongside a friend	Plays with one or more other children, extending and elaborating on play ideas	Plays in a group, sharing and extending ideas	Builds constructive and respectful relationships Thinks about the perspectives of others
	Sometimes shares resources with adults and peers, sometimes requiring support	Shares resources with friends if they are asked for something	Offers to share resources – ‘Would you like this...?’	Is able to explain the importance of sharing	
	Beginning to resolve conflicts, asking an adult if they need support	Resolving conflicts by themselves, where possible, and not retaliating Developing appropriate ways of being assertive	Children are able to determine when a situation requires adult intervention		

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	Children begin communication with people by first saying their name or 'excuse me'. Children do not need to be physical to get attention	Becomes more outgoing to unfamiliar people	Has an awareness of stranger danger	
	Knows that some things are private. Private parts are parts of their body that are covered by underwear/swimwear.			
Responsibility	Recognises their own belongings and knows to store their items on their peg	Puts their cardigan/jumper in a sensible place if they take it off	Children know what belongs to them and stores items sensibly	Manages their own needs
		Beginning to name pieces of work that are theirs		
	Children are responsible for bringing their water bottle to school each day.	Children are responsible for bringing their book bag to school each day.	Children are responsible for bringing their reading books each week	
	Children are responsible for maintaining the indoor and outdoor areas. Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group.			
	Children help to look after our African Snail.		Children help to look after our chickens.	
Sense of Community	We provide activities and experiences for children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, librarians, community support officers and firemen. As a school community, we would like to provide support to those less fortunate than ourselves, sometimes supporting families within our own school. We plan to reach out to neighbours, extended family and the elderly so that we can share stories, experiences, fun and laughter. We also plan to support our local neighbourhood by helping to keep the area clean.			