

St John's Church of England Primary School

JOY of the Lord is Your Strength (Nehemiah 8:10)

Headteacher: Mr Phil Thomson



Long Term Progression Map

St John's Primary Reception Class (focusing on age 4-5 progression steps)

Area of Learning: Personal, Social & Emotional Development

Aspect of Learning: Self-Regulation

Intent

Children will:

- *Develop emotional literacy.
- *Foster empathy towards others.
- *Develop self-regulation strategies with adult support.
- *Be independent learners.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early Learning Goal</u>
<ul style="list-style-type: none"> *Recognises a range of emotions in self and others. *Responds to simple behaviour expectations, e.g. "kind hands". 	<ul style="list-style-type: none"> *Uses words to describe feelings and basic needs, e.g. "I'm tired", "I'm hot." *Begins to talk about how behaviour affects others. *Waits and takes turns with adult support. 	<ul style="list-style-type: none"> *Can stay on task for longer periods, 10-15 minutes in adult-led tasks. *Can recover from small setbacks, e.g. a mistake. *Uses adult-taught calming strategies, e.g. deep breaths, counting. 	<ul style="list-style-type: none"> *Begins to resolve peer conflict with adult support. *Identifies more complex emotions, e.g. lonely, frustrated. *Can stop and think before acting most of the time. *Begins to talk about strategies they can use to feel better. 	<ul style="list-style-type: none"> *Manages turn-taking and sharing in play independently. *Adapts to small changes in routine with little support. *Applies calming/problem-solving strategies without adult prompting. 	<ul style="list-style-type: none"> *Maintains focus and effort even when tasks are challenging. *Manages feelings with increasing independence. *Consistently follows the class rules and supports others to do the same. 	<ul style="list-style-type: none"> *Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

		*Shows awareness of group rules and reminders.				
<p style="text-align: center;"><u>Implementation: Teaching</u></p> <p>Adults will:</p> <ul style="list-style-type: none"> *Track each child's emotional awareness and regulation progress and share strategies with parents for consistency at home. *Implement individual approaches and strategies above and beyond those suggested above, to meet children's developmental levels. *Use consistent language and routines, for e.g. using repeated prompts like 'listening ears' to set expectations. *Have a calm adult presence using a soft tone to model regulation. *Use a range of visual tools and spaces. *Embed the learning intentions in everyday practice and at every opportunity. 						
*Use emotion cards & feelings boards to talk about how children are feeling. Read stories to build up understanding of emotions	Model what good waiting looks like. Read stories to show patience. Model how to verbalise how we are feeling eg You look hot – would you like to take your jumper off.	Encourage longer periods of concentration eg in phonics Explicitly teach ways to calm down- eg 5 finger breathing Read stories about anger Play games to develop losing skills	Adults to model resolving peer conflict and show what to say. Stories to support understanding of more complex feelings eg can't you sleep little bear (worried and frustrated)	Games which have been taught to children to be encouraged in the games area independently – use of Independent Isla Praise for children as they solve problems on their own. Bringing it to the attention of others.	Encouraging children to show others what to do- be an expert badges	Assessment of Early Learning Goal
<p style="text-align: center;"><u>Implementation: Environment</u></p> <ul style="list-style-type: none"> *Build up the 'calm' area throughout the year to develop a purposeful self-regulation oasis. *Use visuals to signal expectations and transitions and reduce anxiety. *Use mindful movement breaks at opportune moments throughout the day. *Provide rich, accessible play materials to encourage independent choice, planning and problem solving. *Share daily 'self-regulation' success stories. 						

*Create a 'calm' area within the classroom with Photographs of children displaying different emotions.	Have good waiting signs as reminders on lanyards and around to promote good waiting.	*Add items to support self-regulation to the calm area eg weighted blanket and breathing strategies	*Add more complex emotions to calm area and stories representing these.	* Access to a range of easy games to play	* Expert badges for peer teaching	
<p style="text-align: center;"><u>Impact</u></p> <p>Children will:</p> <p>*Make progress through the continuum, from needing co-regulation to independently managing their emotions most of the time.</p> <p>*Be confident, show resilience, have positive social interactions and be ready to use their own regulation strategies when needed.</p>						
<p style="text-align: center;"><u>Other Learning Opportunities</u></p>						
<u>Key Texts</u>	<u>Key Vocabulary</u>	<u>Key Events</u>	<u>Bring to Life</u>	<u>Parental Involvement</u>	<u>Poems & Rhymes</u>	<u>Other as Needed</u>
*Little Monkey Calms Down *Angry Octopus *How are you feeling today? *Tom Percival collection *I'm not afraid of the dark *The Goodbye book (sadness) When I feel sad *How are you feeling today? *The jar of happiness.	Understand 40 emotion words including *Core words: happy, sad angry, surprised *Complex words: frustrated, ecstatic, lonely Link vocabulary to self-regulation, e.g. 'I feel angry so I'll take a deep breath'	*Children's Mental Health Week	* using mirrors	*Liaise with as and when needed across the year. *Provide additional support for children who may need it, including images, books and regulation strategies.	*How do you feel?	

