

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

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|  |  | *Shows awareness of group rules and reminders. |  |  |  |  |
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### **Implementation: Teaching**

Adults will:

- \*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.

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| *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<br>Explicitly teach ways to calm down- eg 5 finger breathing<br>Read stories about anger<br>Play games to develop losing skills | Adults to model resolving peer conflict and show what to say.<br>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 | <b>Assessment of Early Learning Goal</b> |
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### **Implementation: Environment**

- \*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.

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| *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 |  |
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### Impact

Children will:

- \*Make progress through the continuum, from needing co-regulation to independently managing their emotions most of the time.
- \*Be confident, show resilience, have positive social interactions and be ready to use their own regulation strategies when needed.

### Other Learning Opportunities

| <u>Key Texts</u>   | <u>Key Vocabulary</u>   | <u>Key Events</u>  | <u>Bring to Life</u>  | <u>Parental Involvement</u>  | <u>Poems &amp; Rhymes</u>   | <u>Other as Needed</u> |
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| <ul style="list-style-type: none"> <li>*Little Monkey Calms Down</li> <li>*Angry Octopus</li> <li>*How are you feeling today?</li> <li>*Tom Percival collection</li> <li>*I'm not afraid of the dark</li> <li>*The Goodbye book (sadness)</li> <li>When I feel sad</li> <li>*How are you feeling today?</li> <li>*The jar of happiness.</li> </ul> | <ul style="list-style-type: none"> <li>Understand 40 emotion words including</li> <li>*Core words: happy, sad angry, surprised</li> <li>*Complex words: frustrated, ecstatic, lonely</li> <li>Link vocabulary to self-regulation, e.g. 'I feel angry so I'll take a deep breath'</li> </ul> | <ul style="list-style-type: none"> <li>*Children's Mental Health Week</li> </ul> | <ul style="list-style-type: none"> <li>* using mirrors</li> </ul> | <ul style="list-style-type: none"> <li>*Liaise with as and when needed across the year.</li> <li>*Provide additional support for children who may need it, including images, books and regulation strategies.</li> </ul> | <ul style="list-style-type: none"> <li>*How do you feel?</li> </ul> |                        |

