

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 Sefton progression steps)

Area of Learning:

Personal, Social and Emotional Development

Aspect of Learning:

Managing Self

Intent

Curriculum intent for Managing Self

Children will:

- *Develop self care when toileting, taking shoes and socks off etc
- * Know right from wrong with help of adults.
- *show resilience when faced with challenge
- *Be independent learners

Implementation across the year

Adults will:

- *Track each child's ability to dress, toilet, make healthy food choices 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.
- *Embed the learning intentions in everyday practice and at every opportunity.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Early Learning
Goal

<ul style="list-style-type: none"> *Follows routines and classroom expectations with minimal reminders. *Understands and follows simple rules. *Seeks help when needed. 	<ul style="list-style-type: none"> *Dresses/undresses for PE independently *Manages toileting and handwashing without reminders. *Chooses activities and sticks with them for short periods. 	<ul style="list-style-type: none"> *Identified own feelings and can name them. *Uses simple strategies to self-regulate. *Begins to talk about others feelings. 	<ul style="list-style-type: none"> *Understands consequences of behaviour. *Chooses safe ways to play. *Accepts responsibility when things go wrong. 	<ul style="list-style-type: none"> *Tries new activities with less adult re-assurance. *Accepts when things are difficult but doesn't give up. *Recovers from setbacks, e.g. not winning a game. 	<ul style="list-style-type: none"> *Works independently for longer periods. *Resolves minor conflict with peers more independently. *Understands and follows the classroom/school rules consistently. 	<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.
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Intentional Teaching

<p>Staff in provision as much as possible modelling rules around play and expectations.</p> <p>Encouraging children to know the adults in the room and seek help where needed (also begin to encourage asking peers for help)</p> <p>Use of Independent Isla puppet to help</p>	<p>Indoor sand play in class encouraging taking off shoes and socks independently.</p> <p>Adults supporting with simple dress up clothes eg tabards.</p> <p>Modelling how to put outdoor clothing on including full waterproof gear for Autumn!</p> <p>Adults encouraging independent toileting. Supporting</p>		<ul style="list-style-type: none"> *Adults both in provision and at discussion time talk about what safe play is and what consequences can be if not safe. Use examples as talking points *Adults modelling through role play, how to say sorry if things go wrong. *Children to begin to understand that there may be short 	<ul style="list-style-type: none"> *Adults continue to model new games to play indoors and outdoors and support those children who struggle with losing. *Adults aware of chn who won't try new things and encourage them through their interests and with praise to try them. *Through role play and real life 	<ul style="list-style-type: none"> *Using children who are good at being independent to model to those who aren't. *Adults to help extend play situations to involve extra elements of concentration and time. 	
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children in areas they are struggling with	toilet training of any children in nappies etc. Adults modelling how to complete activities to encourage to stay for a short time		consequences if rules are broken. Adults to be consistent with this.	encouraging perseverance Lots of praise. Use of Resilient Robert to help		
Enabling Environments						
*Minimal equipment in areas to tidy up. *Clear signs up for how many in an area. *Visual timetable of which adults are in class on that day. Independent Isla in areas	*Key changing places in classroom and outside with easy access to equipment. *Easy access to toilets. Visuals up in toilets to help children struggling. *High interest areas. Individual interests used as a hook if needed in part of the provision. Independent Isla in areas	Introduce Learning Luke and resilient Robert	*Reminders up about safety in visuals eg 2 to a large plank or crate. *Calm space to go and sort out any friendship issues. Use of Communicating Catherine in this area. Simple social story in area showing an exchange. *Positive reminders about keeping to rules, class dojo	Resilient Robert in key areas where needed to help children. Challenge question in some areas if needed. Increasing equipment in each area to expand learning potential. Use of child's own interest if really struggling Use of sandtimers to encourage persevering with activities.	Independent Isla in areas for struggling children. Visuals to support independence and use of peer help.	