

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:

Self Regulation

Intent

Curriculum intent for Self Regulation

Children will:

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

Implementation across the year

- *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.

<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>
<p>*Recognises a range of emotions in self and others.</p> <p>*Responds to simple behaviour expectations, e.g. "gentle hands".</p>	<p>*Uses words to describe feelings and basic needs, e.g. "I'm tired", "I'm hot."</p> <p>*Begins to talk about how behaviour affects others.</p> <p>*Waits and takes turns with adult support.</p>	<p>*Can stay on task for longer periods, 10-15 minutes in adult-led tasks.</p> <p>*Can recover from small setbacks, e.g. a mistake.</p> <p>*Uses adult-taught calming strategies, e.g. deep breaths, counting.</p> <p>*Shows awareness of group rules and reminders.</p>	<p>*Begins to resolve peer conflict with adult support.</p> <p>*Identifies more complex emotions, e.g. lonely, frustrated.</p> <p>*Can stop and think before acting most of the time.</p> <p>*Begins to talk about strategies they can use to feel better.</p>	<p>*Manages turn-taking and sharing in play independently.</p> <p>*Adapts to small changes in routine with little support.</p> <p>*Applies calming/problem-solving strategies without adult prompting.</p>	<p>*Maintains focus and effort even when tasks are challenging.</p> <p>*Manages feelings with increasing independence.</p> <p>*Consistently follows the class rules and supports others to do the same.</p>	<p>*Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Intentional Teaching						
<p>*Use emotion cards & feelings boards to talk about how children are feeling.</p> <p>Read stories to build up understanding of emotions</p>	<p>Model what good waiting looks like.</p> <p>Read stories to show patience.</p> <p>Model how to verbalise how we are feeling eg You look hot – would you like to take your jumper off.</p>	<p>Encourage longer periods of concentration eg in phonics</p> <p>Explicitly teach ways to calm down- eg 5 finger breathing</p> <p>Read stories about anger</p> <p>Play games to develop losing skills</p>	<p>Adults to model resolving peer conflict and show what to say.</p> <p>Stories to support understanding of more complex feelings eg can't you sleep little bear (worried and frustrated)</p>	<p>Games which have been taught to children to be encouraged in the games area independently – use of Independent Isla</p> <p>Praise for children as they solve problems on their own.</p> <p>Bringing it to the attention of others.</p>	<p>Encouraging children to show others what to do- be an expert badges</p>	
Enabling Environments						
<p>*Create a 'calm' area within the classroom with Photographs of</p>	<p>Have good waiting signs as reminders on lanyards and</p>	<p>*Add items to support self-regulation to the calm area eg</p>	<p>*Add more complex emotions to calm area and stories representing these.</p>	<p>* Access to a range of easy games to play</p>	<p>* Expert badges for peer teaching</p>	

children displaying different emotions. Develop individual calm boxes if needed.	around to promote good waiting.	weighted blanket and breathing strategies.				
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