

Meadow View Primary EYFS FSO Progress Curriculum in PSED

	Milestone 1 Components	Milestone 2 Components
	<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Find ways of managing transitions, for example from their parent to their key person. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. 	<ul style="list-style-type: none"> • Thrive as they develop self-assurance. • Establish their sense of self. • Play with increasing confidence on their own and with other children. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
	Universal Pathway	
	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
	Universal Plus Pathway 'scaffold up to inclusive curriculum'	
	*Individual or small group social skills work/ ROAR with Key Worker *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group social skills work/ ROAR with Key Worker *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
	Emerging/ Additional Needs Pathway	
	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Composite: Begin forming relationships with adults in the setting.		

Meadow View Primary EYFS FS1 Progress Curriculum in PSED

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<ul style="list-style-type: none"> Be able to separate from parent/carer with support from a familiar grown up/ Key Worker. Begin to develop a relationship with key worker/familiar adult. Begin to be friendly with other children/peers in class. Be happy to take part in activities and show willingness to join in. Develop sense of community (DM). Follow rules (DM) Begin independence with dressing, feeding, hygiene (DM) Begin to choose healthy fruit at snack time (DM) Learn how to sit in a circle for circle time 	<ul style="list-style-type: none"> Separate from carer/parent happily and confidently. Begin to make friendships with peers. Beginning to select own activities and preferences (likes & dislikes). Begin to share resources in the classroom and take turns. Begin to be aware of their own feelings and emotions. Begin to develop pretend play with others. Become more outgoing with unfamiliar people (DM) Remember rules (DM) Develop independence with dressing, feeding, hygiene (DM) Develop the confidence to give a short answer in response to name during circle time 	<ul style="list-style-type: none"> Be ready and confident to transition to next class. Confidently select own activities and preferences (likes & dislikes). Develop skills to share resources and take turns for extended times in the classroom. Continue to develop pretend play with others. Talk about feelings and name how they are feeling (DM) Find solutions to conflicts(DM) Understand how others are feeling (DM) Make healthy choices (DM) Talk freely at circle time.
Universal Pathway		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
Universal Plus Pathway 'scaffold up to inclusive curriculum'		
*Individual or small group social skills work/ ROAR with Key Worker *Initiate contact with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group social skills work/ ROAR with Key Worker *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group social skills work/ ROAR with Key Worker *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Emerging/ Additional Needs Pathway		
*Initiate discussion with SENCO *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Composite: Be ready to separate from parent/ carer with support and be ready to access a full day in the F2 class.		

Meadow View Primary EYFS FS2 Progress Curriculum in PSED

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<ul style="list-style-type: none"> Be able to separate from parent/carer with support from a familiar grown up in preparation for a full day at school. Be able to happily participate in a full days schooling. Begin to see themselves as a valued member of the class whose likes and dislikes are meaningful to themselves and others (DM) Begin to see that things can be difficult in school. Be happy to take part in activities and show willingness to join in. Begin to express feelings of self and others (DM) Oral health – link to dentist Begin to learn the rules of circle time. 	<ul style="list-style-type: none"> Manage basic needs independently (DM) Begin to develop perseverance and resilience in school (DM) Begin to think about the thoughts, feelings and ideas of others. Be able to name a wider range of feelings and emotions. Begin to understand healthy foods Be confident to share ideas and thoughts during circle time, understanding the rules. Know and talk about the different factors that support their overall health and Wellbeing including sensible amounts of screentime. 	<ul style="list-style-type: none"> Be ready and confident to transition to next class. Be able to develop early problem solving skills (ask a friend, before me). Continue to develop talking and thinking about the thoughts, feelings and ideas of others (DM) Play and interact respectfully with others with little adult support. Show resilience and perseverance (DM) Understand and talk about how to stay safe in a range of situations
Universal Pathway		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’
Universal Plus Pathway ‘scaffold up to the inclusive curriculum’		
*Individual or small group social skills work/ identified ROAR interventions *Initiate contact with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group social skills work/ identified ROAR interventions. *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group social skills work/ identified ROAR interventions *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Emerging/ Additional Needs Pathway		
*Initiate discussion with SENCO *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Final Milestone ELG (Composite): Self-Regulation ELG <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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. Managing Self ELG <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. Building Relationships ELG <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others’ needs. 		