Gulval School

thrive
Thrive School of Excellence 2021

EYFS PSHE Sequence

Nursery	Progression of skills
School Routines N1	• I can join in with daily routines like tidy-up time or snack time. • I can match pictures or signs to daily activities. • I can begin to understand and follow simple rules. • I can play alongside my friends.
Feelings and Emotions N1	• I can express how I feel using my face, my body, or my voice. • I can start to use words to say how I feel. • I can begin to tell an adult when something makes me feel a certain way.
Hygiene N1	• I can join in with activities that help me stay healthy. • I can begin to brush my teeth with support. • I can wash my hands with support.
Healthy Eating N1	• I can name some fruits and vegetables. • With help, I can choose healthy foods for my snack. • I can taste new fruits or vegetables with growing confidence. • I am beginning to understand that healthy food helps me grow strong.
People Who Help Us N1	• I can recognise people who help us. • I can use simple words like "doctor" or "police" when I play. • I can show how I feel when someone helps us. • I can dress up and pretend to be someone who helps us. • I can say what I see people doing in books or photos.
School Routines N2	• I can follow the daily routine with help from pictures or adults. • I can use a visual strip to know what happens next. • I can begin to follow simple rules and understand why we have them. • I can play with my friends and take turns or share toys.
Feelings and Emotions N2	• I can look at books and take part in activities that talk about feelings. • I can say how a character or person might be feeling. • I can name different feelings like happy, sad, or worried. • With support, I can begin to use modelled strategies to manage my own emotions.

Hygiene N2	• I can talk about things that help keep me healthy, like eating fruit or playing outside. • I can try to do things like washing my hands or brushing my teeth by myself. • I can begin to take care of myself and know when I need help.
Healthy Eating N2	• I can recognise an increasing range of fruits and vegetables. • I can choose foods for my snack that are healthy and help me to grow strong. • I can taste an increasing range of new fruits or vegetables with growing confidence.
People who help us N2	• I can name different people who help us, like firefighters or vets. • I can say how people help us in real life or in stories. • I can talk about someone who helps me at home or school. • I can ask questions when someone visits our class. • I can play with others to act out what people who help us do.

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ADVENTUROUS

Reception	Progression of skills
School Routines	• I can join in with new routines. • I can say hello to my friends and teachers. • I can begin to follow class rules and know what to do during the school day. • I can say something special about myself and know that I am important. • I can play and talk with others to make friends and build good relationships.
Feelings and Emotions	• I can talk about my feelings and start to understand how others might feel too. • I can use words to say when I feel happy, sad, or cross and know what might help me feel better. • I can stay calm and try again when something feels tricky or frustrating. • I can take turns, wait patiently, and help tidy up. • I can make friends, play and share kindly. • With support, I can begin to repair with my friends if we fall out. • I can talk about what makes a good friend.
Hygiene and Keeping Safe	• I can talk about ways to keep my body healthy, like moving my body every day and eating healthy foods. • I can take care of my own hygiene, like washing my hands and brushing my teeth. • I can say why brushing my teeth and going to bed on time are important. • I can understand why it's good to have some screen time but not too much. • I can learn how to stay safe when I'm walking near roads. • I can say how these things help me feel well and happy every day.
Healthy Eating	• I can name different fruits and vegetables and talk about why they are good for me. • I can sort foods into healthy and less healthy groups. • I can choose healthy foods to put on my plate for a balanced meal. • I can explain why some foods are treats and should be eaten less frequently. • I can taste new fruits or vegetables and say what I like or don't like. • I can say how healthy eating helps my body grow strong and gives me energy to play.
People Who help us	• I can explain how people in our community help us. • I can talk about what a doctor, police officer, or teacher does. • I can use new words to describe people's jobs. • I can compare people who help us and say what is the same or different. • I can create a picture, card or story to say thank you to someone who helps us.