

‘Exploring Emotion’ progression of knowledge and skills at Grange Primary School

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| Early Years: FS2 | Year 1 | Year 3 | Year 5 |
| Exploring Emotions | Exploring Emotions | Exploring Emotions | Exploring Emotions |
| • Feel strong enough to express a range of emotions.•Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | • Name a range of words to describe feelings. • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave. | • Use a wider vocabulary to describe how they feel. • Describe feelings that can be comfortable/uncomfortable. • Recognise that feelings can differ in intensity. | • Use a varied vocabulary when talking about feelings. • Understand that sometimes we can have conflicting feelings. • Explain that feelings can change over time and range in intensity. |
| Recognising Emotions | Recognising Emotions | Recognising Emotions | Recognising Emotions |
|  •Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”•Express their feelings and consider the feelings of others. | • Explore how to recognise different feelings. • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things. | • Explore how everyday things can affect how we think, feel and behave. • Describe what supports good mental/ physical health. • Identify that not everyone feels the same about the same things. | • Understand that feelings can impact our mental and physical health.• Recognise the importance of taking care of mental health and wellbeing. • Discuss the signs that someone may be struggling with their mental health. |
| Managing Emotions | Managing Emotions | Managing Emotions | Managing Emotions |
| •Identify and moderate their own feelings socially and emotionally.•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. | • Talk about ways to manage big and uncomfortable feelings. • Identify who they can ask for help and can demonstrate how to ask for help. | • Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. • Understand the importance of not bottling up how you are feeling. • Understand the importance of asking for help if feelings become too uncomfortable. • Explain how they can access help. | • Identify strategies that they could use to respond to feelings, including conflicting feelings. • Record strategies and behaviours that support mental health and wellbeing. • Explain how to seek support for themselves and others. |