Personal, Social and Emotional Development - Learning area overview					
	Discoverers	**Investigators**	**Explorers**	**Adventurers**	**Voyagers**
What can you expect to see?	Enjoyment in the company of others Responding when being talked to, move arms and legs, turn head, change in facial expression Beginning to use gesture, eye contact and vocalisations to initiate and sustain contact with others Discovering likes and dislikes Responses to favourite adults – increase in activity, change in facial expression An increase in purposeful interactions. Begin to demonstrate a range of emotions, pleasure, excitement, distress	Feelings- recognising basic emotions Working together Tolerating others working alongside Sharing and turn taking Kind hands Quiet space and reflection time	Recognising and labelling emotions and basic emotions in others/story characters Working together- partner working, sharing resources and cooperation Making good choices Behaviour- acknowledging and following school rules Learning to relax (Equals) yoga/massage	Feelings- showing sympathy for peers Collaboration with a group of peers Learning to relax (Equals) yoga/ massage Recognising own mood	

What will progression look like?	Learning Journeys Personal Learning Target Evidence for Learning	Learning Journeys Personal Learning Target Evidence for Learning	Learning Journeys Personal Learning Target Evidence for Learning	Learning Journeys Personal Learning Target Evidence for Learning	Learning Journeys Personal Learning Target Evidence for Learning
What tools will we use?	Engagement framework Equals pre-formal/engagement guidance AAC including Objects of Reference/VOCA . on body signing etc Touch Sound and Smell cues Intensive Interaction, Sherborne Programme Individualised sensory approaches Sensory Stories Physical Management programmes Feeding Plans TAC PAC	Equals informal curriculum guidance	Equals semi-formal curriculum guidance	Elements of NC where relevant, Equals formal curriculum guidance	