

Zones of Regulation Progression Grid - Whole School

Nursery	Reception	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Minimum learning is highlighted			Minimum vocabulary is in bold			
<p>To know that happy and sad are feelings or emotions and know when I am feeling these</p>	<p>To know and use words like happy, sad, upset, angry, cross, tired, excited to explain feelings</p>	<p>To know how people “get back to green” Build on from reception to include use of fidget toys, counting, spending time alone</p>	<p>To know how their behaviour makes other people feel</p>	<p>To know that all emotions are valid and are experienced in different circumstances but it is the way we express emotion that makes it appropriate or inappropriate</p> <p>We can be angry but it is not OK to hurt people and justify it by saying we are angry</p>	<p>To know that events can and do change the way they are feeling and can talk about some of these</p>	<p>To know how their own behaviours and how their emotions may be triggered</p> <p>Eg talk about fathers day may make a child with no father sad</p> <p>Saying nasty things about someone’s mum may make them angry</p>
<p>To know the signs that tell us when others are happy or sad</p> <p>Happy signs - laughing, smiling</p> <p>Sad signs – crying, mouth down turned</p>	<p>To know what the different colours represent in the Zones of Regulation</p> <p>Blue: Sad, tired</p> <p>Green Zone: Happy, calm.</p> <p>Yellow Zone: excited, nervous.</p> <p>Red Zone: Angry</p>	<p>To know that the Zones of Regulation is a pictorial representation of how people feel and that other people may use different strategies eg name emotions, giving emotions a character</p>	<p>To know that how we behave may tell another person how we are feeling</p> <p>If we storm off we ae may be angry, if we laugh we are probably happy, if we want to be alone we may be sad, if we are being “silly2 we may be excited/nervous</p>	<p>To know how to create their own Zones of Regulations resources eg personal leaflet or class display using images/words</p>	<p>To know and understand how the way emotions are expressed makes other people feel (empathy) and start to moderate their own negative emotions in a way that does not impact negatively on others</p>	<p>To know why we use the Zones of Regulation and how it helps us in school</p> <p>(life is easier/better if they remain in the green zone)</p>
<p>To know some of the things in life that make people happy or sad</p> <p>Happy – sharing time with loved ones, having friends, having a hobby</p> <p>Sad – loss of loved ones, not having time to spend with others, being lonely</p>	<p>To know some ways of “getting back to green”</p> <p>Eg playing with a friend, reading a book, talking to an adult</p>	<p>To know different emotions for each zone to include:</p> <p>Blue: Sad, tired, ill/poorly</p> <p>Green Zone: Happy, calm, relaxed</p> <p>Yellow Zone: excited, nervous, worried</p>	<p>To know how to use Zones of Regulation as a reference for their own feelings and add more vocabulary:</p> <p>Blue: Sad, tired, ill/poorly, bored,</p> <p>Green Zone: Happy, calm, relaxed, proud</p>	<p>To add to the vocabulary for each zone</p> <p>Blue – exhausted</p> <p>Green – content</p> <p>Yellow – anxious</p> <p>Red - rage</p>	<p>To add to the vocabulary for each zone</p> <p>Blue – listless</p> <p>Green – thankful</p> <p>Yellow – confused</p> <p>Red - out of control,</p>	<p>To know and use idioms to express emotions</p> <p>Sad – down in the dumps</p> <p>Happy – over the moon</p> <p>Nervous – got butterflies in my tummy</p> <p>Angry – blew his top</p>

		Red Zone: Angry, cross , upset	Yellow Zone: excited, nervous, worried Red Zone: Angry, cross, upset, furious			
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Disciplinary knowledge

To know how to recognise and manage own feelings in different contexts

NB All planning taken from Zones of Regulation Folder – each year all prior vocab will be revisited to support children who are at a more developmental stage of emotional literacy.

Lessons will be taught in order – teachers to adapt and utilise as appropriate to their age group - but parts may be excluded if they are clearly embedded within children’s learning eg vocab of happy/sad and creation of a poster/display.