

Zones of Regulation Progression Grid - Whole School

Nursery	Reception	Year 1	Year 2	Year 3	Year 4/5	Year 5/6
To know that happy and sad are feelings or emotions and know when I am feeling these	To know and use words like happy, sad, upset, angry, cross, tired, excited to explain feelings	To know how people “get back to green” Build on from reception to include use of fidget toys, counting, spending time alone	To know how their behaviour makes other people feel	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 We can be angry but it is not OK to hurt people and justify it by saying we are angry	To know that events can and do change the way they are feeling and explore some examples of this Examples: tests/examples, late nights, someone we love is at the hospital	To know how their own behaviours and how their emotions may be triggered Examples: being unkind about someone’s family member, saying we don’t like what someone is wearing
To know the signs that tell us when others are happy or sad Happy signs - laughing, smiling Sad signs – crying, mouth down turned	To know what the different colours represent in the Zones of Regulation Blue: Sad, tired Green Zone: Happy, calm. Yellow Zone: excited, nervous. Red Zone: Angry	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	To know that how we behave may tell another person how we are feeling Examples of what happy, excited, nervous, angry look like; leaving a room, stamping feet, frown, being silly, laughing, smiling. The question is how can we tell how someone is feeling? Do we always show it or could we be smiling but not feeling happy?	To know how to create their own Zones of Regulations resources eg personal leaflet or class display using images/words	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	To know why we use the Zones of Regulation and how it helps us in school (life is easier/better if they remain in the green zone)

To know some of the things in life that make people happy or sad Happy – sharing time with loved ones, having friends, having a hobby Sad – loss, not having time to spend with others, being lonely	To know some ways of “getting back to green” Examples: playing with a friend, reading a book, talking to an adult	To know different emotions for each zone to include: Blue: Sad, tired, ill/poorly Green Zone: Happy, calm, relaxed Yellow Zone: excited, nervous, worried Red Zone: Angry, cross, upset	To know how to use Zones of Regulation as a reference for their own feelings and add more vocabulary: Blue: Sad, tired, ill/poorly, bored, Green Zone: Happy, calm, relaxed, proud Yellow Zone: excited, nervous, worried Red Zone: Angry, cross, upset, furious	To add to the vocabulary for each zone Blue – exhausted Green – content Yellow – anxious Red - rage	To add to the vocabulary for each zone Blue – listless Green – thankful Yellow – confused Red - out of control	To know and use idioms to express emotions Sad – down in the dumps, feeling blue, out of sorts Happy – over the moon Nervous – got butterflies in my tummy Angry – blew his top
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