

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: Making relationships</b>		
	<b>What a child is learning:</b>	<b>What adults could do and/or provide</b>
<b>Birth – 11 months</b>	<ul style="list-style-type: none"> <li>• Enjoys the company of others and seeks contact with others from birth.</li> <li>• Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>• Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>• Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>• Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>• Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing learning opportunities such as story treasure baskets/bags and water play and music sessions to encourage children to seek contact with others.</li> <li>• Using mirrors to look at faces and copy expressions/ facial movements.</li> <li>• Singing</li> <li>• Key person with new key children to build bonds</li> </ul>
<b>8 – 20 months</b>	<ul style="list-style-type: none"> <li>• Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>• Builds relationships with special people.</li> <li>• Is wary of unfamiliar people.</li> <li>• Interacts with others and explores new situations when supported by familiar person.</li> <li>• Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them</li> </ul>	<ul style="list-style-type: none"> <li>• Transition into nursery, staff to comfort and reassure.</li> <li>• Experimenting new situations with music and stories</li> <li>• Using story treasure basket talking about objects, watching and observing others</li> <li>• Songs linking to stories</li> </ul>
<b>16 – 26 months</b>	<ul style="list-style-type: none"> <li>• Plays alongside others.</li> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</li> <li>• Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth</li> </ul>	<ul style="list-style-type: none"> <li>• Transition into two - year old room/butterflies, making relationships with new keyworker.</li> <li>• Wind up dinosaurs moving back and forth (attention bucket)</li> <li>• Act out we are going on a bear hunt together.</li> <li>• Planting turnips and seeing them grow</li> </ul>
<b>22 – 36 months</b>	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Telling or showing other people about experiences e.g. plants growing, mixing porridge – dry mix then wet. Making gingerbread men / gingerbread playdough</li> <li>• Talk about sharing special times such as Diwali, Bonfire night and Christmas with others and role play linking to this. (Firemen with bonfire night etc)</li> </ul>
<b>30 – 50 months</b>	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play stories from books eg Goldilocks/3 little pigs – provide props to support.</li> <li>• Children asking others to join in duck, duck, goose or other playground games. 3 wolves and big bad pig.</li> </ul>

		<ul style="list-style-type: none"> <li>• Good role modelling from adults, offering show and tell opportunities.</li> </ul>
40 – 60 months	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	<ul style="list-style-type: none"> <li>• Good role modelling from adults, offering show and tell opportunities for children to show their knowledge and talk about experiences.</li> <li>• Looking at stories and discuss appropriate behaviours – kindness etc</li> <li>• Adapting activities such as fitness routines can compromise and participate.</li> <li>• Singing and discussing feelings in group time</li> </ul>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: Self Confidence and Self Awareness</b>		
Birth – 11 months	<ul style="list-style-type: none"> <li>• Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.</li> <li>• Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults as role models, talking about emotions – I can see you are happy.</li> <li>• Peep po games</li> <li>• Encourage children to gurgle in response to what adult say, looking at books, playing hand and finger games.</li> <li>• Singing.</li> </ul>
8 – 20 Months	<ul style="list-style-type: none"> <li>• Enjoys finding own nose, eyes or tummy as part of naming games.</li> <li>• Learns that own voice and actions have effects on others.</li> <li>• Uses pointing with eye gaze to make requests, and to share an interest.</li> <li>• Engages other person to help achieve a goal, e.g. to get an object out of reach</li> </ul>	<ul style="list-style-type: none"> <li>• Songs that use look body parts, heads shoulders, knees and toes/ if you are happy and you know it/ round and round the garden.</li> <li>• Makaton, pointing and gesture or visuals with modelled speech to assist children when they need things.</li> <li>• Offering choices at snack time encouraging healthy eating.</li> </ul>
16 – 26 Months	<ul style="list-style-type: none"> <li>• Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</li> <li>• Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</li> <li>• Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition, meeting new keyworkers and children.</li> <li>• Dressing up and role play linking to focus books.</li> <li>• Looking at differences starting to look at emotions what makes individuals happy and sad, what do individuals like/dislike. Using photos to discuss home lives. Link to goldilocks – why were they sad....</li> </ul>
22 – 36 Months	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition, meeting new keyworkers and children.</li> <li>• Own preferences about food discussing healthy/unhealthy. Own preferences about fitness activities gym, football.</li> <li>• Preferences in books</li> </ul>
30 – 50 Months	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to select resources and use appropriately. Encourage children to do tasks such as watering plants</li> </ul>

	<ul style="list-style-type: none"> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving older children responsibility to look after new children-transition.</li> <li>• Praise road safety awareness, healthy eating choices, music and singing.</li> <li>• Getting children to discuss home lives linked with festivals – Diwali, Christmas and Bonfire night.</li> </ul>
40 – 60 Months	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</b></p>	<ul style="list-style-type: none"> <li>• Group time discussions about festivals, emotions.</li> <li>• Selecting and asking for equipment and resources that they would like to use linking to stories.</li> <li>• Show and tell – look what I've made</li> <li>• Helping to make story tough trays.</li> </ul>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: Managing feelings and behaviour</b>		
	What a child is learning	
Birth – 11 months	<ul style="list-style-type: none"> <li>• Is comforted by touch and people's faces and voices.</li> <li>• Seeks physical and emotional comfort by snuggling in to trusted adults.</li> <li>• Calms from being upset when held, rocked, spoken or sung to with soothing voice.</li> <li>• Shows a range of emotions such as pleasure, fear and excitement.</li> <li>• Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child is crying</li> </ul>	<ul style="list-style-type: none"> <li>• Singing 5 little men, twinkle twinkle, row row, 5 little ducks, 5 little speckled frogs and other songs linked to topics.</li> <li>• Transition making relationships with keyworkers, good role modelling.</li> <li>• looking at emotions-mirrors.</li> <li>• Explore different types of music, loud/fast, slow/calm</li> <li>• Exploring emotions and likes/dislikes.</li> </ul>
8 – 20 months	<p>Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.</p> <ul style="list-style-type: none"> <li>• Growing ability to soothe themselves, and may like to use a comfort object.</li> <li>• Cooperates with caregiving experiences, e.g. dressing.</li> <li>• Beginning to understand 'yes', 'no' and some boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Different music for soothing children</li> <li>• Role play, dressing up. Dressing/undressing at sleep time.</li> <li>• Road safety, looking at boundaries and safety.</li> <li>• Comforters to support emotions</li> </ul>
16 – 26 months	<ul style="list-style-type: none"> <li>• Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</li> <li>• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</li> <li>• Responds to a few appropriate boundaries, with encouragement and support.</li> <li>• Begins to learn that some things are theirs, some things are shared and some things belong to other people</li> </ul>	<ul style="list-style-type: none"> <li>• looking at emotions (puppets, feeling stones, flash cards, books)</li> <li>• Road safety, looking at boundaries and safety.</li> <li>• Sensory circuits and fitness children knowing boundaries and learning about safety.</li> <li>• Turn taking using sand timers, having more than one dressing up item etc.</li> </ul>
22 – 36 months	<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt or harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition, forming relations with keyworker.</li> <li>• looking at emotions (puppets, feeling stones, flash cards, books)</li> <li>• Goldilocks how they would feel if someone came into their home and ate their food.</li> <li>• Road safety and fitness thinking about what is safe.</li> </ul>

	<ul style="list-style-type: none"> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity</li> </ul>	<ul style="list-style-type: none"> <li>• Using sandtimers/list of turn</li> <li>• Talking about bonfire/firework safety</li> <li>• Children in need.</li> </ul>
30 – 50 months	<ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition, forming relations with keyworker, new school staff.</li> <li>• looking at emotions, puppets, feeling stones, flash cards, books mirrors showing happy/sad faces etc. Discussions how does ..... Make you feel.</li> <li>• exploring what music reflects emotions.</li> <li>• Fitness-effects on body and how to adapt.</li> <li>• Feelings linking to the weather – need to wear wellies in puddles.</li> </ul>
40 – 60 months	<ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</b></p>	<ul style="list-style-type: none"> <li>• Transition, forming relations with keyworker, new school staff.</li> <li>• looking at emotions (puppets, feeling stones, flash cards, books Discussions how does ..... Make you feel.</li> <li>• Using sand timers and more resources to negotiate whose time with dressing up clothes etc</li> <li>• Group discussions talking about what is fair unfair.</li> <li>• Role play, taking turns to play different parts of a story.</li> <li>• Awareness of how they feel when they are wet/muddy and resolving issue eg washing muddy hands.</li> </ul>