

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: Making relationships		
	What a child is learning:	What adults could do and/or provide
Birth – 11 months	<ul style="list-style-type: none"> • Enjoys the company of others and seeks contact with others from birth. • Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. • Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. • Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. • Responds to what carer is paying attention to, e.g. following their gaze. • Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 	<ul style="list-style-type: none"> • Calming time with the music • CDs with different types of music- how do they make us feel, scared, excited, happy, sad • Different coloured materials to look at. • Use of songs and action rhymes helping babies with the actions. Have a set meet and great routine such as a song or rhyme to say • Hello to staff and each other. • Use of topical noises and repetition face to face with babies . Make song books using songs related to emotions and pictures of staff and children. • Make sure there are areas for snuggle times with soft furnishings throws and soft toys. • Emotions-Facial expressions, looking in the mirrors • Family picture board • Welcoming, cuddles, reassurance • Making relationship with key person and staff • Separating from main care giver • Building strong relationships with parents and careers and key worker
8 – 20 months	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • 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 	<ul style="list-style-type: none"> • Key worker to greet child when arriving • Stronger relationship building • Staff assisting children exploring new learning opportunities • Making cards together • Start to explore feelings- look and talk about the range of feelings • Opportunities for the children to join in group times, story times • Introduce new situations gradually to support the children with the change
16 – 26 months	<ul style="list-style-type: none"> • Plays alongside others. • 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. • Plays cooperatively with a familiar adult, e.g. rolling a ball back and 	<ul style="list-style-type: none"> • Introduce names cards and say who is there • Describe members of the family • Exploring different music- how does it make us feel • Having the pictures of ourselves as babies- how to look after

	<p>forth</p>	<p>them</p> <ul style="list-style-type: none"> • Role play BBQ • Learning through nature – bug hunting, building fires – collecting wood. • Building sandcastles together. • Making cards. • Sensory dome, sensory circuit • Talk about animal development, animals visiting- taking turn, gently touching, how to handle with care • Playing group games alongside others-football, whats the time mr wolf. • Talk about feelings how others feel, winning losing. • Using song pictures and props to encourage singing times. • Use of song linked to actions such as” back in the box” • Make a song book linked to topics – different celebrations • Role play-chinese dragon, egg hunting, • Sensory winter area to explore through movement
<p>22 – 36 months</p>	<ul style="list-style-type: none"> • Interested in others’ play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. 	<ul style="list-style-type: none"> • Settling in- building the relationships with peers, adults, making rules to keep us safe e.g. using the sand timer • Guess how much I love you • Chinese new year – share food and dancing • Australia day – Anzac biscuits. • Create a stage to perform on • Follow the rules to play a game • Egg hunt with friends • Street party for last supper • Role play areas and small world encouraging sharing, turn taking and cooperation. • Music and movement linked to topics to encourage self-expression. • Talk about people who are special to us for example Mother’s Day making • friendship bands for one another linked to topics. • Talk to others about games they’ve played/watched at home. • Turn taking, sharing books and stories • Talking about how we treat and look after animals

		<ul style="list-style-type: none"> • Working together in groups and making dragons with large boxes • Role play- cooking for different festivals
30 – 50 months	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Persona dolls for feelings and emotions • Using the name cards for the registration • Parachute games- team work- Australia, ocean with sea animals on parachute. • Planning and making own party- decorations, cakes, music • Ocean songs, singing and dancing to • Obstacle course- team work • Conversations about new life – changes from egg to adult • New starts – in nursery – settling in. • Making rules about how to look after animals, what would they like – how does food given to a baby differ to adult • Paper mache egg making for Easter
40 – 60 months	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <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"> • Using the name cards for the registration • Choosing friends to play with, develop relationship • Encourage the children to play with different peers • Team games- work as a team, turn taking, feelings when you loose, win, making medals • Caring about the animals- feeding, cleaning, gentle with the young – visiting animals • Topical discussions using reference and story books in small groups . • Role play, home corner, travel agent, winter wonderland, Chinese restaurant, book shop • Encouraging children to be in charge of the role play situations and inviting others to join them such as big dragon to share with new friends. • Shared parachute games linked to topics such as fish and shark game. • Working together in nature - Building fires, finding bugs • Role play and small world play using the knowledge they have gained and being able to resolve conflict and work together • Develop their own ideas on celebrations • Develop stronger relationships with adults/ children

		<ul style="list-style-type: none"> • Organising own games and teams • Looking at winning and losing, compromising • Round the island race • Thinking of others and including children with EAL..
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: Self Confidence and Self Awareness		
Birth – 11 months	<ul style="list-style-type: none"> • Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> • Songs such as Round around the garden, Peek a Boo, • Microphones to pretend to sing with. • Mirror babies reactions and expand • Singing, story telling, listening to the music. Multicultural singing and stories. • Talk to parents about child’s likes and dislikes • Singing and dancing opportunities. • Using musical instruments for the children to follow with their eyes.
8 – 20 Months	<ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach 	<ul style="list-style-type: none"> • Action songs. • Guest speakers- parents shared reading in home language – world book day. • Photos of staff around the nursery, people around us, family members • Using and recognise different emotions- happy-the mouth is up, sad the mouth is down • Finding eyes, nose etc on animals – link to new life/Chinese new year. • Learn sign for ‘pig’ • Lots of printed images related to the topic, including written characters for Chinese new year. • Own choice of activities • Use mirrors and faces to recognise parts of the body • Choosing topic related books and stories/songs/toys • Heads, shoulders, knees and toes song. • Use mirrors for toddlers to find their own facial features. • Use ball linked to planets for children to reach out for and follow when rolled. • Singing songs linked to topics.
16 – 26 Months	<ul style="list-style-type: none"> • Explores new toys and environments, but ‘checks in’ regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). 	<ul style="list-style-type: none"> • Having a stage performing for the easter songs- singing, dancing- self confidence • Awareness where we live- looking at different festivals, Chinese

	<ul style="list-style-type: none"> • Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adult. 	<p>new year, easter, mothers day,</p> <ul style="list-style-type: none"> • Children to use a clipboard with the jobs on them and ask them to check whether they have been done • Talk about different environments – Australia • Woods trips • Encourage the children to ask questions to planned visitors • Talk about likes/ dislikes, different preferences • Caring about the animals- what do we need to do • Lifecycle of the butterflies, chickens • Sensory linked role play such as underwater, sound area, butterfly area. • Children free to explore different role plays available to them. • Choosing songs and rhymes linked to topics for themselves.
<p>22 – 36 Months</p>	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. 	<ul style="list-style-type: none"> • Own choice of activity • Treasure hunt • Hatching eggs and becoming young – caterpillars. • Giving opportunities to gain confidence and independence, choosing toys, pouring drinks, taking snacks. • Giving children choices of books within topic range, explain about making decisions • Lots of reassurance that parents will return, use of visual timetables if required especially for EAL children • Settling in routines encouraging independence to explore topic linked environments
<p>30 – 50 Months</p>	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> • Explore different textures- how do they feel- food items and materials • Make a tidy up time more fun- use a tidy up song • British values link to the topic • Talk about festivals celebrated at home and bring in items from different cultures. • Bringing things back from holiday and talking about them • sharing experiences – egg rolling. • Adults show praise and recognition for achievements • Invite parents to share what they have learnt – increased use of tapestry • Talk about different behaviour, model how we should behave • Modelling praise and values encouraging children to model to

		<p>each other.</p> <ul style="list-style-type: none"> • Offer opportunities for social interaction linked to topic such as visitors with interests to talk about and sharing events.
40 – 60 Months	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal 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</p>	<ul style="list-style-type: none"> • Protecting friends- using the swords to stop the dragon • Dragons- building together, working as a team • Carry out small responsibilities such as pass the cups around, help with tidying up, preparing the snacks • How do they feel when carrying out different task, doing different jobs • Dragon watching- using the binoculars, looking at the footprints • Have a go- Trying new things- new activity. Thai Chi, Yoga, Chinese dances. • Talk about own likes and dislikes • Role play- own decisions • Children sharing knowledge about subjects • Encouraging children to recognise what they are good at and to be proud of achievements. • Retelling Chinese zodiac story – negotiating parts and sharing understanding.
Managing Feelings and Behaviour		
	What a child is learning	
Birth – 11 months	<ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Seeks physical and emotional comfort by snuggling in to trusted adults. • Calms from being upset when held, rocked, spoken or sung to with soothing voice. • Shows a range of emotions such as pleasure, fear and excitement. • Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child is crying 	<ul style="list-style-type: none"> • Cosy places provided in the room and staff routinely cuddle and sing with children, songs linked to topics. • Sensory experiences linked to topics encourage children to show emotions adults modelling emotions linked to the experiences available • Pictures with different emotions • Have familiar things to comfort an upset child • Adults to provide calm and relaxed environment. • To offer reassurance if child is upset • Respond to children playing happily and smiling. • Talk to parents to gain info on children's likes/dislikes. Encourage use of tapestry with parents.
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"> • Growing ability to soothe themselves, and may like to use a comfort object. • Cooperates with caregiving experiences, e.g. dressing. 	<ul style="list-style-type: none"> • Expressing their own feelings- Using emotion cards, face cards to show how they feel • Use a sign language to show that you are sad, happy. Signs for animals

	<ul style="list-style-type: none"> • Beginning to understand 'yes', 'no' and some boundaries 	<ul style="list-style-type: none"> • Create a dedicated calming zone, comfort place when they can go to when sad, angry • Nursery rhymes for calming down • Topic books, books on different feelings, emotions • Giving clear and consistent boundaries. • Use verbal and non-verbal signs • Adults to remain close and build bonds with the children • Share books about emotions and any linked to topics which stimulate various emotions and talk to children about what the emotions are. i.e. "that picture of a cat makes me happy" • Use home school objects to settle children and create home school photo books.
16 – 26 months	<ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared and some things belong to other people 	<ul style="list-style-type: none"> • Role models in life- why we like others – valentines day, mothers day • Special pictures of the members of the family and community • Making own rules for the game- how do we feel if we lose or win, cross the start line and can't take part in the race, how do we deal with the situation • Risk taking • Turn taking to perform on the stage • Talk about things that belong to us, but those that don't • Sharing topic books and choosing own favourites • Talk about others feelings, recognise when somebody is upset • Encourage turn taking using visual aids e.g. sand timers • Talking about others feelings and consequences • Recognise what makes us happy etc • Offer a range of experiences linked to topic and model the emotions that they stimulate encourage children to express their feelings • Loud noises- how do they make us feel, sensory things • Offer a range of topic linked objects to share and model good sharing and negotiation skills.
22 – 36 months	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and 	<ul style="list-style-type: none"> • Pictures with different emotions • Provide different areas e.g. quiet area • Children talking about making own boundaries and rules • To understand why they say sorry when they did something wrong

	<p>routines.</p> <ul style="list-style-type: none"> • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity 	<ul style="list-style-type: none"> • Talk about emotions-use mirrors happy faces, sad faces, angry etc • Learning from own experience- if they hit others if will hurt them, learn not to do it again • Mirror each other feelings • Sharing own experiences • Making own rules about the game • Talk about the wining/losing situation- message-have fun and take part • Building team work • Have a time out to reflect on their own behaviour • Inclusive play-making sure everyone is included, to discuss how would they feel if they were not included in the game or race • Offer a range of topic linked play situations for children to experience and model correct behaviours for learning encourage children to understand what these behaviours should look like. • Talk about feelings and encourage children to share their feelings when working with other children.
30 – 50 months	<ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • Use calming music to help the children to calm down • Exploring different types of music- how do they make us feel • What can you do to make others feel better- link to sports game or pancake races e.g. loosing, winning • Discuss feeling when you start a new school, nursery, new baby in the family • Festivals celebrations- different emotions • Explain how they are feeling and how they can help themselves overcome emotion. • Asking children how animals feel- holding correctly or inappropriately • How other countries feel if they do not win, how would they feel if they won their games • Share musical instruments and encourage work at a musical band • Help to set up the tables for lunchtime, food for snack time, tidy up
40 – 60 months	<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<ul style="list-style-type: none"> • Right and wrong- Mr Wolfs pancakes. Chinese Zodiac story. • Learn and respect different religious and their festivals and

	<ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal 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</p>	<p>celebrations, show appreciation, take part in the celebration</p> <ul style="list-style-type: none"> • Encourage to ask for help from the adults if upset or crass • Provide books to discuss a range of book- Hands are not for hitting, Mouth is not for biting, Legs are not for kicking • Group time- describe what makes us happy, sad, annoyed, angry • Visual timetable to prompt about the change in the timetable • What happens if you break the rules? • Watching Happy feet/ penguin nature program fighting off the pertol- talk about the penguin 's feelings • Expand their vocabulary, use different words for sad such as upset, cross, angry • In groups talk about feelings and their own emotions when angry, sad, happy • Talk about fair/unfair rules in the teams games • Games inclusive for all. • Reinforce what we can/can't do/boundaries • Positive role model from older children- modelling behaviour • Link to books and stories about feelings and emotions. • Group times -listening to others sharing experiences, festivals, holidays, previous experiences, things they've done, sport games they watched at home
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