







## **Personal, Social and Emotional Development**

	<b><u>Making relationships</u></b>	<b><u>Self-confidence and self-awareness</u></b>	<b><u>Managing feelings and behaviour</u></b>
 <p>Birth - 11 months</p>	<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>• 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>• 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 crying.</li> </ul>
 <p>8-20 months</p>	<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>• 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>• Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.</li> <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>
 <p>16-26 months</p>	<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>• 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>• 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>

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 <p>22-36 months</p>	<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>• 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>• 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> <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>
 <p>30-50 months</p>	<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>• 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> <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>• 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>
 <p>40-60+ months</p>	<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><b>Early Learning Goal</b>  <b>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.</b></p>	<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>• 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>