

Personal, Social and Emotional Development.				
	N2	N3	Rec	ELG
Self-Regulation	<ul style="list-style-type: none"> Express different emotions e.g. happy, sad, frustrated through actions, behaviours and some words. Express their own preferences. May sometimes feel frustrated or angry and find it difficult to control these e.g. tantrums. Begin to show some control over impulses e.g. not pushing or grabbing. Explore emotions through play or stories. Build awareness of others feelings, e.g. shows empathy by offering a comfort object. Follow routine and boundaries with support. 	<ul style="list-style-type: none"> Talk about their feelings using words like happy, sad, angry or worried. Express a wide range of feelings through behaviour and play. Understand gradually how others might be feeling. Become more aware of the differences between themselves and others. Able to recognise the impact of their choices on others. Show control over impulses e.g. not pushing or grabbing. Follow and understand class routines, rules and boundaries with some reminders. 	<ul style="list-style-type: none"> Is able to manage their feelings and tolerate situations in which their wishes can't be met. Understand their own and other people's feelings, offering empathy and comfort. Talk about their own and other people's feelings. Attempt to repair a situation where they have caused upset, understanding how their actions affect others. Seek support and help in new/challenging situations. Seek ways to manage conflict. Understand that expectations may vary during different events and social situations. Is aware of and understands behavioural expectations and follows rules and routines. 	<ul style="list-style-type: none"> Show an understanding of their own feelings, and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what they teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<ul style="list-style-type: none"> Respond to their own name. Begin to use the words 'me' 'you' and 'I' that shows awareness of themselves. Is aware of their own and others physical characteristics, can point and name facial features and body parts during games. Establish a sense of self e.g. decide what to play with, what to eat etc. Then- Show a further growing sense of self through asserting likes, dislikes and choices. Try to do some things independently. (e.g. may say no to an adult) Follow and understand class routines, rules and boundaries with some reminders. Learn to use the potty or toilet, with help and then independently. 	<ul style="list-style-type: none"> Select and use activities and resources with help. Enjoy helping with tasks, developing their sense of community. Demonstrate confidence and self-esteem by being more outgoing, taking risks and trying new things. Follow and understand class routines, rules and boundaries with some reminders. Make healthy choices about food, drink, activity and tooth brushing. Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying hands. 	<ul style="list-style-type: none"> Select and use activities and resources. See themselves as a valuable individual. Describe what they can do well and show confidence carrying out activities. Show resilience and perseverance during moments of challenge. Show confidence speaking to others about own needs, wants and interests. Is aware of and understands behavioural expectations and follows rules and routines. Know and talk about different factors that support their health and wellbeing e.g. exercise, teeth brushing, healthy food & good sleep. Manage their own needs e.g. toilet, handwashing. 	<ul style="list-style-type: none"> Be confident to try some new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building relationships	<ul style="list-style-type: none"> Begin to build a positive relationship with key person or special people Engage with others through gestures and talking. Play with increasing confidence on their own or with others. Enjoy exploring their familiar environment or new places with their key person. May watch, imitate and follow others in play. Begin to develop friendships with other children. Become more able to separate from parents/carers. Is wary of unfamiliar people. 	<ul style="list-style-type: none"> Play with one or more other children, extending play ideas. Seek companionship with adults and other children. Enjoy playing alongside and with others, inviting others to play. May develop particular/special friendships with others. Show more confidence in new social situations. Become more outgoing with unfamiliar people. Find solutions to conflicts. Begin to share resources and toys with support. 	<ul style="list-style-type: none"> Build constructive and respectful relationships with others. Develop particular friendships with other children. Is proactive seeking adult support when needed. Return to secure base of a familiar adult for support. Recreate what they have learnt about social interactions with adults in play. Will take steps to resolve conflicts with others by finding a compromise- sometimes with support. Think about the perspectives of others. Is more cooperative and can share and take turns with resources, games and toys. 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show their sensitivity to their own and to others needs.
<p>Learning does not move forward in a straight forward way for all children. All children may not follow progression models in the same way, but we have mapped it out to show a general pattern of child development.</p>				