

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

	SELF CONFIDENCE AND SELF-AWARENESS	MAKING RELATIONSHIPS	MANAGING FEELINGS AND BEHAVIOUR
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) Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adult. 	<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 if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. 	<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.
22 - 36 months	<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"> Interested in others’ play and starting to join in. Seek 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"> 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 routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t. Growing ability to distract self when upset, e.g. by engaging in a new play activity.
30 - 50 months	<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"> 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"> 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 understand wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.
40 - 60+ months	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interest and opinions. Can describe self in positive terms and talk about abilities. <p>Early Learning Goal <i>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.</i></p>	<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 cooperatively, 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 children.</p>	<ul style="list-style-type: none"> Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 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 behaviour to different situations, and take changes of routine in their stride.</p>