

Area of Learning and Development

Personal, Social and Emotional Development

Aspects of Personal, Social and Emotional Development

- **Making relationships** – 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.
- **Self-confidence and self-awareness** – 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.
- **Managing feelings and behaviour** – 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.

from *Statutory Framework for the Early Years Foundation Stage* (DFE, 2012)

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| Area of Learning | Personal, Social and Emotional Development |
| Aspect | Making relationships |

| | Early Years Outcomes | Dates | Observation and Assessment |
|------------------------------------|--|--------------|-----------------------------------|
| Birth – 11 months | <ul style="list-style-type: none"> Enjoys the company of others and seeks contact with others from birth – e.g. likes to have a familiar adult nearby; calls out for attention, comfort and play. Gazes at faces and copies facial movements – e.g. sticking out tongue, opening mouth and widening eyes. Responds when talked to – e.g. moves arms and legs, changes facial expression, moves body and makes mouth movements. Recognises and is most responsive to main carer's voice – e.g. looks towards carer when upset or 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 – e.g. snuggles in with pleasure when cuddled, can be soothed when held. | | |
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| Progress and planning notes | | | |

| | Early Years Outcomes | Dates | Observation and Assessment |
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| 8 – 20 months | <ul style="list-style-type: none"> Seeks to gain attention in a variety of ways, drawing others into social interaction – e.g. pulls or tugs at adult to gain attention. Builds relationships with special people – e.g. knows who to go to for help; starts to play with familiar children. Is wary of unfamiliar people – e.g. seeks out familiar adult when unfamiliar individual around. Interacts with others and explores new situations when supported by familiar person – e.g. moves close to others sometimes as she/he plays. 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. | | |
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| Progress and planning notes | | | |

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|------------------------------------|---|--------------|-----------------------------------|
| 16 – 26 months | <ul style="list-style-type: none"> Plays alongside others – e.g. enjoys playing in parallel to other children or plays alongside another child with an adult joining in. 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 forth. | | |
| Progress and planning notes | | | |

| | Early Years Outcomes | Dates | Observation and Assessment |
|------------------------------------|--|--------------|-----------------------------------|
| 22 – 36 months | <ul style="list-style-type: none"> Interested in others' play and starting to join in – e.g. joins in an organised play activity. Seeks out others to share experiences – e.g. shows others a toy or picture. Shows affection and concern for people who are special to them – e.g. recognises when people are happy/sad/angry or shows concern when somebody is hurt or upset. May form a special friendship with another child – e.g. shares toys. | | |
| Progress and planning notes | | | |

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| 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 – e.g. starts an activity in the home corner. • Keeps play going by responding to what others are saying or doing – e.g. shows an understanding of rules and boundaries and turn taking. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults – e.g. adapts how he/she behaves to fit in with others; talks about who their friends are; shares with others. | | |
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Progress and planning notes

| | Early Years Outcomes | Dates | Observation and Assessment |
|------------------------|---|--------------|-----------------------------------|
| 40 – 60+ months | <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say – interacts with others, talking about what they are doing together and listening to others' suggestions. • Explains own knowledge and understanding, and asks appropriate questions of others – e.g. shows an understanding that people have different needs such as why he/she should be quiet/gentle. • Takes steps to resolve conflicts with other children – e.g. finding a compromise; shows an understanding of what is right/wrong and why. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • 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 – e.g. works in a group; understands the need for behaviour rules; shows care and concern for others; considers the consequences of what they do such as 'if I snatch this toy my friend will be upset'. | | |
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Progress and planning notes

EYFS Progress Check at Age Two

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| Name Age Date | Key Person's signature Moderated by | Parent/Carer's signature/comments |
| Your child's learning <i>Playing and exploring – finding out and exploring; playing with what they know; being willing to 'have a go'.</i> <i>Active learning – being involved and concentrating; keeping trying; enjoying achieving what they set out to do.</i> <i>Creating and thinking critically – having their own ideas; making links; choosing ways to do things.</i> | | |
| Personal, Social and Emotional Development <i>Making relationships; Self-confidence and self-awareness; Managing feelings and behaviour</i> | Communication and Language <i>Listening and attention; Understanding; Speaking</i> | Physical Development <i>Moving and handling; Health and self-care</i> |
| Making relationships 0-11 8-20 16-26 22-36 30-50 40-60+ | Listening and attention 0-11 8-20 16-26 22-36 30-50 40-60+ | Moving and handling 0-11 8-20 16-26 22-36 30-50 40-60+ |
| Self-confidence and self-awareness 0-11 8-20 16-26 22-36 30-50 40-60+ | Understanding 0-11 8-20 16-26 22-36 30-50 40-60+ | Health and self-care 0-11 8-20 16-26 22-36 30-50 40-60+ |
| Managing feelings and behaviour 0-11 8-20 16-26 22-36 30-50 40-60+ | Speaking 0-11 8-20 16-26 22-36 30-50 40-60+ | |
| Next steps to support learning and development | | |