

NAME

Secure	I can join in well for the whole of breaktime and lunchtime play	I can express a range of feelings in ways that do not hurt myself or other people
	I can enjoy playing on my own for half an hour	I can use a range of strategies to cope with my worries and other uncomfortable feelings
	I can tolerate losing	I can identify and recognise a range of feelings
	I can cope with team games and taking part in competitive games	I can accept it is OK to have any feelings, but not OK to behave in any way I feel like
	I can be playful in a range of situations without becoming dysregulated	I can use ways to communicate my feelings to others
	I can take part in role-play and come out of role easily	I can use my strategies to help me regulate myself
Developing	I can occupy myself for 10 minutes in my play	I can accept my parents/carers and teachers talking together about me
	I can enjoy role-play	I can sometimes stop and think before acting
	I can stick to the rules for the whole game	I can respond to narrative stories with appropriate feeling
	I can decide what I like to play and become involved in this	I can recognise which zone of regulation I am in
	I can play cooperatively in a small group	I can reflect on things that have been difficult for me
	I can take turns whilst playing	I can share how I am feeling with the group
Emerging	I can play in a small group with an adult close by	I can talk to at least one adult about my feelings
	I can enjoy playing with one other child	I know how other people can help me stay safe when I am upset
	I can enjoy playing with an adult	I can find things to do that help me feel better when I am upset
	I can enjoy imaginative play	I can find ways to explain some of my feelings
	I can enjoy physical play	I can name some of my feelings
	I can enjoy sensory/messy play	I can let other people comfort me when I am feeling upset
	Learning to play	Understanding my feelings

Secure	I can recognise how I can affect other people's feelings	I can make pertinent observations about the relationships between two other people
	I can recognise the feelings of others	I can recognise 'put-downs' and how these affect people
	I can understand that all people have feelings but that they might experience and show them in different ways	I can make constructive and reciprocal friendships that provide companionship
	I can understand another person's point of view and understand how they might be feeling	I can show genuine interest when another child relays a personal interest
	I can show genuine concern and thoughtfulness to other people	I can explain what helps a group work well together
	I can believe people when they tell me I have done a good thing	I can work well in a group, cooperating with others to achieve a joint outcome
Developing	I can respond well if other children show friendly and constructive interest in joining in my activity	I can ask another child kindly to move out of the way, or give me something
	I can join in well with restorative work	I can have a constructive conversation with another child
	I can cope with other children having different needs to mine	I can make and accept socially acceptable physical contact with others
	I can provide some helpful advice to others when they are upset	I can enjoy a joke made by someone else
	I can believe that other people's concern for me is genuine	I can work alongside another child without interfering or causing disturbance
	I can notice how people are feeling from their facial expression or body language	I can show how to be friendly
Emerging	I can watch other people when they are feeling upset without becoming dysregulated	I can trust that my school adults' intentions are good
	I can think and learn about how other people are feeling	I can identify some things that I like about other people
	I can listen to other people's points of views	I can contribute to group experiences
	I can accept having my needs met in a different way to others	I can think of ways to make other people feel better when they are upset
	I can accept affection, attention and praise without getting dysregulated	I can show people when I like something they have done
	I can show that I am sorry if I hurt someone	I can let others help me make things better when I have upset someone
	Understanding other people's feelings	Building trusting relationships

Secure	I can be assertive when I need to be	I can feel that I belong and am valued in my class, school and community
	I can accept myself for who and what I am	I can understand and accept my rights and responsibilities to help make the school a safe and fair place for everyone
	I can often be a positive role model for other children	I can take regular responsibility for something in the classroom
	I can accept praise and recognition when I deserve it for the effort I have put in	I can behave well on class trips
	I can be motivated to do well	I can feel proud of group achievements
	I can let go of difficult feelings and engage in something that makes me feel better	I can accept rules and routines that have been agreed by the group
Developing	I can feel proud about the things I do well	I can share equipment with other children
	I can recognise when I find something hard to achieve	I can cope with moving around the school
	I can take good care of something I have made or done	I can help keep the classroom tidy
	I can seek support from other people when I feel angry, worried or sad	I can cope OK when the routine of the day is disturbed
	I can manage my basic personal needs	I can be interested in things in the community that are new to me
	I can accept being 'in the middle'; not the first, best, least or worst	I can learn about things that challenge what I am used to
Emerging	I can share my thoughts in a group without being dysregulated	I can put things back in the correct place
	I can talk about home when I am at school	I can work with different adults for different things
	I can join in with activities even when I feel worried	I can join in with different group activities
	I can accept care when I am hurt or unwell	I can let others help me if I am nervous of being somewhere new
	I can try new things	I can talk with visitors who come into the classroom
	I can feel good about something I have done	I can listen to other people's thoughts and ideas
	Building my self esteem	Building my part in the Community

Secure	I can recognise when and how I learn most effectively
	I can take responsibility for my actions and my learning
	I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time
	I can overcome barriers to my learning and know when to keep trying or try something different
	I can bounce back after a disappointment or when I have made a mistake or been unsuccessful
	I can prepare for planned tasks, organise equipment and tidy away
Developing	I can make use of materials and equipment without direct support from an adult
	I can listen with interest when an adult explains something to the group
	I can join in adult led activities
	I can return to and complete a satisfying activity that has been interrupted
	I can finish an enjoyable activity with adequate warning
	I can accept that my work doesn't have to be perfect
Emerging	I can listen and do what is required of a simple adult request
	I can look up and make eye contact when an adult talks to me
	I can ask for help when I need it
	I can allow an adult to correct my work and help my understanding
	I can stay where I have been asked to be to complete my work
	I can be shown what to do when faced with a new challenge
	Learning to Learn