

## Saplings Progression of skills checkpoints - Personal, Social, Emotional Development

### Self-regulation

### Managing Self

### Building Relationships

#### Self-regulation

##### Pre preschool

- . Find ways to calm themselves, through being calmed and comforted by their key person.
  - Engage with others through gestures, gaze and talk.
  - Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
  - . Find ways of managing transitions, for example from their parent to their key person.
  - . Feel strong enough to express a range of emotions.
  - . Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
  - . Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
  - Be increasingly able to talk about and manage their emotions.
  - . Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: “I’m sad because ....” Or “ I love it when...”

##### preschool

- . Increasingly follow rules, understanding why they are important.
- . Do not always need an adult to remind them of a rule.
- . Develop appropriate ways of being assertive.
- . Talk with others to solve conflicts.
- . Talk about their feelings using words like, ‘happy’ ‘sad,’ ‘angry’ or ‘worried’.
- . Begin to understand how others might be feeling.

#### Managing own emotions and feelings.

I can calm myself and be calmed by others.

I can express myself e.g. smile, cry.

I am beginning to talk about my emotions and manage them.

I can explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy”.

I can confidently talk about my emotions using words such as ‘happy’ ‘sad’ ‘angry’ or ‘worried’.

I moderate my feelings and emotions e.g. calming down after being upset.

#### Understanding others emotions and feelings.

I engage with others, including to reach my own goals.

I am beginning to understand how others might be feeling through facial expressions and body language.

I consider the feelings of others e.g. going to children who are upset

#### Behaviour

I can find a way to cope when my parent leaves me.

I am growing in independence, but this can lead me to become frustrated.

I am developing my control and am beginning to turn take and impulses to push or hurt others.

I am following rules more without reminders.

I understand why we have rules.

I am assertive in appropriate ways and use talk to resolve conflicts.

### Managing Self

##### Pre preschool

Establish their sense of self.

##### Preschool

. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

. Express preferences and decisions. They also try new things and start establishing their autonomy.			. Develop their sense of responsibility and membership of a community. . Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.		
Understanding myself, my preferences and emotions.	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself e.g. having juice or milk.		I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges e.g. opening my drink.
Following rules	I talk about my emotions e.g. what has made me happy or sad.	I am becoming more responsible.		I am following the rules of my setting with reminders.	I follow rules without reminders.
Managing my needs and feelings.	I can express my needs e.g. Saying I am hungry.	I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.			I am managing my own needs more frequently.
Building Relationships					
<b>Birth-Three</b> Establish their sense of self. . Thrive as they develop self-assurance. . Look back as they crawl or walk away from their key person. . Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. . Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. . Develop friendships with other children.				<b>Three- Four Years</b> . Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	
Confidence	I am beginning to have confidence in myself. I am playing on my own and with others.	I show confidence when being taken out of my setting by my key person.		I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.
Friendships	I have created attachments in nursery to peers or my key person.	I am building friendships with other children.		I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.
Other's and their feelings.	I am building friendships with others.	I ask questions about people – including their differences between me and them.			I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.