

EYFS Personal, social and emotional progression - Self-regulation

Birth - 12months					
<p>Communicates emotions (pleasure, interest, fear, anger, excitement). Expresses feelings strongly (crying, whimpering, screaming). Seeks comfort from trusted adults (snuggles in, soothed by touch/voice). Comforted by familiar carers through cuddles, rocking, singing. Reacts to others' emotions (smiles when smiled at, distressed when others cry)</p>					
Observation check point: Around 7 months does the baby respond to their name and respond to the emotions in your voice?					
How adults/environment can facilitate mark-making development:					
<p>Adults: Respond calmly and consistently to babies' cries and expressions; provide comfort through voice, touch, and presence. Environment: Quiet, cosy spaces with access to comforters; predictable routines that help babies feel secure.</p>					
12-18 months					
<p>Shows wider range of feelings using gestures and vocalisations. Growing awareness of own emotions. Uses adults for "emotional refuelling" when anxious/tired. Uses comfort objects/routines to soothe when separated. Begins to adapt behaviour with familiar routines and basic boundaries.</p>					
Observation check point: What objects/routines soothe the child? Are they consistent or do they change frequently?					
How adults/environment can facilitate mark-making development:					
<p>Adults: Support toddlers in naming and sharing emotions with a trusted adult; provide reassurance through routines and comfort objects. Environment: Familiar, consistent routines; safe spaces where children can regulate with comfort items and predictable transitions</p>					
18-24 months					
<p>Expresses positive feelings (joy, affection) and negative feelings (anger, distress) more strongly. Intense emotions can overwhelm and lead to loss of control. Becomes aware of others' feelings and begins showing empathy (e.g. offering comfort). Strongly asserts own agenda; may resist boundaries and changes.</p>					
Observation check point: Is the child demonstrating positive and negative feelings in the setting?					
How adults/environment can facilitate mark-making development:					
<p>Adults: Offer empathy and reassurance during strong emotional outbursts; help toddlers recognise others' feelings in simple ways. Environment: Calm, consistent spaces with duplicate resources to reduce frustration; simple stories and puppets to model emotions.</p>					
2-3 years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Safely explore emotions beyond their normal range through play. Distracts themselves with a comfort object when upset.	Responds to the feelings of others, showing concern and offering comfort.	Participates more in collective cooperation as routines and boundaries are understood. Begin to show effortful control (waiting turn, resisting strong impulse to grab)	Can feel overwhelmed by intense emotions, leading to emotional collapse. Seeks adult support to regain control when overstimulated.	Is becoming able to think about their feelings. Uses words with adult help to express emotions more clearly.	Begins to stop themselves from doing something they shouldn't, in favourable conditions. Increasingly able to talk about and manage emotions (greater independence)
Observation check point: Is the child able to seek adult support for 'emotional refuelling' to enable them to regain control when overstimulated?					
How adults/environment can facilitate mark-making development:					
Adults: Model talking about feelings; help children begin to label and manage emotions; provide comfort and consistency. Environment: Role play, pictures, and comfort items to support emotional expression; cooperative routines to practise self-control.					
3-4 Years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expresses a wide range of feelings in interactions, behaviour, and play. May show fearfulness (e.g. dark, monsters, nightmares).	Talks about how others might be feeling and responds accordingly.	Is more able to recognise the impact of choices/behaviours on others by developing appropriate ways to be assertive.	Develop sense of responsibility and membership of community.	Talk with others to solve conflict (with support).	Combines recognition of own and others' emotions with adapting behaviour.
Observation check point: watch out for children who seem worried, sad or angry for much of the session, children who become distressed if they are encouraged to do something different. Use the SEND steps to identify concerns.					
How adults/environment can facilitate mark-making development:					
Adults: Encourage children to talk about feelings (happy, sad, worried); model caring responses; guide them to see impact of actions on others. Environment: Small-group discussions, books, and persona dolls to explore emotions; consistent boundaries with caring routines.					
4-5 Years - Year R					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Is aware of behavioural expectations and sensitive to ideas of justice and fairness.	Understands their own and other people's feelings;	Is more able to manage their feelings and tolerate situations	Seeks support, "emotional refuelling," and practical help in new/challenging	Seek ways to manage conflict (turn taking, negotiation, compromise).	Attempts to repair a relationship or situation where they caused upset;

Talks about their own and others' feelings and behaviour and its consequences.	offers empathy and comfort.	when wishes cannot be met.	situations such as problem solving during group play.		understands impact of actions on others.
<p>Observation checkpoint on entry/baseline: For those from external nursery settings: watch out for children who seem worried, sad or angry for much of the session, children who become distressed if they are encouraged to do something different. Use the SEND steps to identify concerns/ follow up with previous settings and have a more detailed handover.</p>					
<p>How adults/environment can facilitate mark-making development:</p>					
<p>Adults: Support children to reflect on feelings, consequences, and relationships; guide them in repairing situations where upset is caused. Environment: Spaces and routines that promote fairness, negotiation, and problem-solving; opportunities for collaborative play and role-play conflict resolution.</p>					
<p>ELG</p>					
<p>Children at the expected level of development will: · 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 the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>					

EYFS Personal, social and emotional progression - Managing self

Birth - 12months

Learns about physical self through exploratory play with hands/feet and movement.
 Becomes aware of self as close adults mirror sounds and expressions.
 Shows awareness of being a separate individual through contact (voice, gesture, eye contact).
 Expresses awareness of physical self by touching own and others' faces in play/care.
 Shows confidence that needs will be met by freely expressing needs (comfort, nourishment, company).

Observation check point:

How adults/environment can facilitate mark-making development:

Adults: Respond to babies' expressions, gestures, and sounds; play interactive games (e.g. peekaboo, naming body parts).
Environment: Provide cosy, safe spaces with mirrors, family photos, and comforters.

12-18 months

Responds to own name; enjoys interactive naming games (e.g. nose, eyes, tummy).
 Shows interest in mirror reflections, though not yet self-recognised.
 May show separation anxiety as awareness of individuality grows.
 Emerging autonomy: asserts choices, rejects unwanted things.
 Understands that own voice/actions have effects on others (e.g. clapping starts a game).
 Growing self-confidence through free, absorbed play.

Observation check point:

How adults/environment can facilitate mark-making development:

Adults: Support early autonomy by offering simple choices; value babies' attempts at independence.
Environment: Provide familiar routines and safe areas where toddlers can explore with confidence.

18-24 months

Aware of and interested in own and others' physical features (e.g. nose, hair, eyes).
 Experiments physically by setting self-challenges.
 Begins to use "me," "you," showing awareness of social identity.
 Asserts sense of self through likes, dislikes, choices, decisions, and ideas, often saying "no," "me do it," or "mine."

Observation check point:

How adults/environment can facilitate mark-making development:

Adults: Respect children's growing independence; acknowledge likes, dislikes, and choices.

Environment: Offer physical challenges and role-play opportunities that reflect children's lives and interests.					
2-3 years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knows their own name, preferences and interests and is becoming aware of their unique abilities.	Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.	Grow in independence, sometimes rejecting help (may lead to frustration/tantrums)	Is gradually learning that actions have consequences but not always the consequences the child hopes for.	Notice and ask questions about differences such as skin or hair colour, disabilities and so on	Talking about their feelings in more elaborate ways "I'm sad because..." or "I love it when..."
Observation check point:					
How adults/environment can facilitate mark-making development:					
Adults: Model respect for differences; encourage children to express preferences and feelings. Environment: Use role play, photos, and resources that reflect diversity (gender, culture, ability).					
3-4 Years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations, and being able to express their needs and ask adults for help.	Enjoys a sense of belonging through being involved in daily tasks.	Do not always need an adult to remind them of a rule.	Increasingly follow rules, understanding why they are so important.	Combines awareness of rules, belonging, and confidence to achieve self-chosen goals with adult guidance when necessary.	Select and use activities and resources with help when needed - this helps them to achieve the goal they have chosen with growing independence.
Observation check point:					
How adults/environment can facilitate mark-making development:					
Adults: Encourage confidence by celebrating efforts and risks; help children see the impact of their choices. Environment: Provide group tasks and books to explore fairness, rules, and emotions.					
4-5 Years - Year R					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shows confidence in speaking to others about their own needs, wants,	Manages their own needs including basic hygiene needs such	Show resilience and perseverance in the face of challenges	Has a clear idea about what they want to do in	Set and work towards simple goals and attempt new activities	Explain the reasons for rules, knows right from wrong.

interests and opinions in familiar group.	as going to the toilet, washing hands and dressing themselves.	when carrying out a chosen activity.	their play and how they want to go about it.	showing pride in achievements.	
Observation checkpoint on entry/baseline: Can the child answer simple why questions?					
How adults/environment can facilitate mark-making development:					
Adults: Support perseverance and goal-setting; guide children to reflect on strengths and areas of growth.					
Environment: Offer varied resources for independent choice; provide stories, music, and cultural artefacts to reflect community and diversity.					
ELG					
Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of 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.					

EYFS Personal, social and emotional progression - Building relationships

Birth - 12months

Enjoys the company of others and seeks contact from birth.
 Gazes at faces, responds to carer's voice or touch.
 Shows attachment behaviours: wanting to stay near, upset if left with unfamiliar people.
 Becomes wary of strangers.

Observation check point: Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?

How adults/environment can facilitate mark-making development:

Adults: Respond warmly and consistently; use eye contact, touch, and voice to reassure.
 Environment: Provide calm, predictable routines and secure key person relationships

12-18 months

Draws others into interaction through crying, babbling, smiling, laughing, and movement.
 Shares interest/attention by following adult's gaze and pointing.
 Seeks help to achieve a goal e.g. gesture towards their cup to say they want a drink.
 Displays strong attachment behaviours; explores more confidently with a secure adult nearby.
 Fascinated by other children, beginning to interact by offering or reaching for toys.

Observation check point: Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?

How adults/environment can facilitate mark-making development:

Adults: Support separation with sensitivity; encourage shared attention (e.g. pointing, gaze following).
 Environment: Familiar carers, comfort objects, and home-like spaces to build trust

18-24 months

Explores environment confidently while checking back with adult as a secure base.
 Begins to show empathy (offering comfort they themselves find soothing).
 Interested in playing alongside peers; imitates, follows, and experiments with cooperation or resistance.
 Asserts own preferences but begins to take notice of others' responses.

Observation check point: Around the age of 2, does the child start to see themselves as a separate person? Do they decide what to play with?

How adults/environment can facilitate mark-making development:

Adults: Model empathy and kindness; support toddlers in playing alongside peers.
 Environment: Safe spaces for small group play; duplicates of toys to reduce conflict.

2-3 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.	Play with increasing confidence on their own and with other children because they know their key person is nearby and available.	Seeks out others to share experiences with and may choose to play with a familiar friend or a child with similar interests.	Shows empathy and concern for people who are special to them by partially matching others' feelings with their own (e.g. offering a toy).	Begin to recognise that other people have different perspectives, ideas, and needs e.g. may turn a book to face you so you can see it.	Is beginning to be able to cooperate in favourable situations (with familiar people, familiar environments, and when free from anxiety).
Observation check point: Between 2 and 3, does the child start to enjoy the company of other children and want to play with them?					
How adults/environment can facilitate mark-making development:					
Adults: Encourage friendships, cooperative play, and sharing; gently guide empathy. Environment: Matching resources for paired play; outdoor and role-play spaces for joint activity.					
3-4 Years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seeks out companionship with adults and other children, sharing experiences and play ideas.	Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.	Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions (e.g. giving up a toy).	Continue to build awareness of feelings through social play and interaction. Uses their experiences of adult behaviours to guide their social relationships and interactions.	Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.	Help find solutions to conflicts and rivalries (e.g. accepting not everyone can be Spider-Man in the game and suggesting other ideas).
Observation check point: Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play taking on familiar roles e.g. mummy or daddy?					
How adults/environment can facilitate mark-making development:					
Adults: Model negotiation, compromise, and empathy; support children in resolving conflict with peers. Environment: Provide time, space, and open-ended materials for collaboration and group play.					
4-5 Years - Year R					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Represents and recreates what they have learnt about social interactions from their relationships	Express their feelings and consider the feelings of others.	Begins to think about the perspectives of others but may return to the secure base of	Develops particular friendships with other children, which help them to understand different	Is increasingly socially skilled and will take steps to resolve conflicts with	Show confidence in sustaining stable friendships while respecting differences.

with close adults, in their play and relationships with others.		a familiar adult to recharge and gain emotional support and practical help.	points of view and to challenge their own and others' thinking.	other children by negotiating and finding a compromise, sometimes by themselves, sometimes with support.	
Observation checkpoint on entry/baseline: Does the child take part in pretend play with different roles- being the Gruffalo, for example? Can the child generally negotiate solutions to conflict in their play?					
How adults/environment can facilitate mark-making development:					
Adults: Encourage perspective-taking, problem-solving, and independence in conflict resolution.					
Environment: Offer cooperative group activities (e.g. parachute games, role play) and resources reflecting diversity and friendship.					
ELG					
Children at the expected level of development will: · Work and play cooperatively and take turns with others. · Form positive attachments to adults and friendships with peers. · Show sensitivity to their own and to others' needs.					