

Progression document: Personal, social and emotional development



Self-regulation		
2-year olds	N1	N2
<ul style="list-style-type: none"> Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress through actions, behaviour and a few words Be increasingly able to talk about and name their emotions Safely explore emotions beyond their normal range through play and stories. 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 	<ul style="list-style-type: none"> Be able to identify and name the emotion they are feeling. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly able to talk about, name and manage their emotions Is aware of others feelings and is beginning to show empathy by offering a comfort object to another child or sharing with another child's excitement Become more outgoing with familiar people, in the safe context of their setting. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Share resources or take turns with the help of an adult 	<ul style="list-style-type: none"> Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." Begin to infer feelings from someone's behaviour (this may link to stories). Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Share and take turns with increasing independence
Stonehill Milestones		
2-year olds	N1	N2
<ul style="list-style-type: none"> Displays a range of big emotions, e.g. May jump up and down when excited. Express preferences and decisions. Try new things and start establishing their autonomy. Begins to assert independence and challenge boundaries. 	<ul style="list-style-type: none"> Explores new environments. Sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Shows awareness of the feelings of others. Reacts to the feelings of others- (tissue if upset, or a hug etc) 	<ul style="list-style-type: none"> Can play with others, sharing what they are using with increasing independence. Talks about their feelings in a more elaborated way e.g. giving feelings for their feelings

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<ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key worker. 		
<p>Early Learning Goal:</p> <ul style="list-style-type: none"> 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. 		

Managing self		
2-year olds	N1	N2
<ul style="list-style-type: none"> Find ways of managing transitions, for example from their parent to their key person. Follow every day rules and expectations (also link to keeping safe) Is gradually learning that actions have consequences but not always the consequences the child hopes for. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Grow in independence, rejecting help ("me do it"). Show a greater awareness of their own needs and be able to communicate this through words or actions Show a greater awareness of adults around them and join in to help e.g. help to get the cups out for snack, pretend to make food in the home corner Learn to use the toilet with help. 	<ul style="list-style-type: none"> Select and use activities and resources, with support. This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules and routines with adult support (also link to keeping safe) Be confident to say what they do or do not like. Is starting to manage themselves but with the support of an adult when washing hands, using the toilet, brushing their teeth. Have dominant hand and use a spoon competently. Develop an understanding of healthy foods e.g. trying new foods, growing fruit and vegetables 	<ul style="list-style-type: none"> With prior explanation, they are happy to transition to new activities/ places with the support of a trusted adult Select and use activities and resources, with a goal or aim in mind. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them (also link to keeping safe) Develop appropriate ways of being assertive. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, drying their hands thoroughly, putting on own coat Make healthy choices about food, drink, activity and toothbrushing

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<ul style="list-style-type: none"> • Demonstrates self-help skills within their play e.g. bottle feeding a baby, brushing the teeth of a doll • Independently feed themselves using fingers. Drink from a cup with adult supervision. 		
Stonehill Milestones		
2-year olds	N1	N2
<ul style="list-style-type: none"> • Can separate themselves from carer with support. • Decide what they want to play with. • Likes to do things for themselves, without help. • Likes to help you when you are busy, e.g. putting shopping away. • May communicate their needs to an adult e.g. needing the toilet, wet after water play, soiled nappy. • Feeds self competently. 	<ul style="list-style-type: none"> • Will settle at activities that interest them • Happily attends to toileting with the help of a familiar adult. • Knows when they need to go to the toilet and will ask for help if needed. • Knows what they want to play with and where to find it. 	<ul style="list-style-type: none"> • Stays at activities that they really like without being distracted by other things or people. • Confident to have a go and try new things. • Can put on my coat with some support • Is able to use the toilet independently, having only a few accidents. • Understands and follows some rules • Independently uses the toilet and keeps themselves clean and dry.
<p>Early Learning Goal:</p> <ul style="list-style-type: none"> • 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. 		

Building relationships		
2-year olds	N1	N2
<ul style="list-style-type: none"> • Notice differences, about themselves and others such as skin colour, types of hair, gender, special needs and disabilities, religion, festivals • Enjoys playing alone and alongside others and is also interested in being together and 	<ul style="list-style-type: none"> • Identify differences between themselves and others, such as skin colour, types of hair, gender, special needs and disabilities, religion, festivals 	<ul style="list-style-type: none"> • Ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion, festivals • Enjoys playing alone, alongside and with others inviting others to play and attempting to join others play.

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<p>playing with other children, including make believe play.</p> <ul style="list-style-type: none"> • Will often watch, follow and imitate each other's in their play and will experiment with influencing other, co-operating together and also resisting coercion in their interactions • Knows their own name, their preference and interests and is becoming aware of their uniqueness. 	<ul style="list-style-type: none"> • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. • To identify when there is a problem in the play and communicating this to an adult for them to help resolve • Be proud to be part of their class and Stonehill. 	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas • Develop their sense of responsibility and membership of a community.
<p>Stonehill Milestones</p>		
<p>2-year olds</p>	<p>N1</p>	<p>N2</p>
<ul style="list-style-type: none"> • Enjoys simple make-believe play • Engage with others through gaze. • Watches what friends are doing and joins in with play. • Engage with others through gestures and talk 	<ul style="list-style-type: none"> • Shows an interest in others and makes new relationships. • Engage with others to achieve a goal. • Joins plays with others when their play is similar/shared. 	<ul style="list-style-type: none"> • Finds solutions to conflicts and rivalries • Enjoys playing alone, alongside and with others. Invites others to play • Attempts to join others play. • Is able to make friends
<p>Early Learning Goal</p> <ul style="list-style-type: none"> • 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. 		