

Some of the skills we teach relating to Making Relationships



Range 1: Enjoy and seek the company of others



Range 1: Move body, arms and legs and change facial expression in response to others



Range 1: Distinguish between people by recognising their look, sound and smell



Range 1: Become wary of unfamiliar people or people they have not seen for a while.



Range 2: Draw others into social interaction through babbling, laughing and moving etc



Range 2: Engage another person to help achieve a goal, e.g. to get an object out of reach



Range 2: Share attention by looking to where adult is looking, pointing or using their gaze to direct attention



Range 2: Explore confidently when they feel secure in the presence of a familiar adult



Range 3: Explore the environment, interacts with others and plays confidently while their parent/carer or key person is close by



Range 3: Show empathy by offering comfort that they themselves would find soothing, i.e. their dummy



Range 3: watch, follow and imitate each other in their play and will experiment with influencing others



Range 3: Assert their own ideas and preferences and takes notice of other people's responses



Range 4: Build relationships with special people but may show anxiety with of strangers



Range 4: Show empathy and concern for people who are special to them



Range 4: Seek out others to share experiences with and may choose to play with a friend



Range 4: begin to cooperate in favourable situations, such as with familiar people and when free from anxiety

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Some of the skills we teach relating to Understanding Emotions



Range 1: Communicates a range of emotions (e.g. pleasure, interest, fear) making sounds, facial expressions, and moving.



Range 1: Expresses feelings strongly through crying in order to make sure that their needs will be met



Range 1: Seeks physical and emotional comfort by snuggling in to trusted adults



Range 1: Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear crying



Range 2: Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow



Range 2: Uses a comfort object, familiar others, routines or spaces to soothe themselves



Range 2: Becomes more able to adapt increase their participation and co-operation as they become anticipate routine



Range 2: Explores the boundaries of behaviours that are accepted by adults and become aware of rules



Range 3: Expresses positive feelings such as joy and negative feelings such as anger through actions, behaviours and a few words



Range 3: Experiences a wide range of feelings with great intensity eg frustration, which can be overwhelming resulting in losing control of feelings, body and thinking



Range 3: Is aware of others' feelings beginning to show empathy eg sharing in another child's excitement



Range 3: Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and boundaries



Range 4: Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings



Range 4: Overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated



Range 4: May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do



Range 4: Participates more in collective cooperation as their experience of routines and understanding of boundaries grows

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Some of the skills we teach relating to Sense of Self



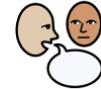
Range 1: Learns about their physical self through exploratory play with their hands and feet



Range 1: Is becoming aware of self as they imitate sounds and expressions that are mirrored back



Range 1: Expresses awareness of their physical self through their own movements, gestures and expressions and by touching faces



Range 1: Shows awareness of being a separate individual through initiating contact with others



Range 2: Responds to their own name and enjoys finding own nose, eyes or tummy in a game



Range 2: Shows an interest in their reflection in a mirror, although may not yet realize it's themselves



Range 2: emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want



Range 2: Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game



Range 3: Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability



Range 3: Is aware of and interested in their own and others' physical characteristics, pointing to and naming features



Range 3: Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.



Range 3: Experiments with what their bodies can do through setting themselves physical challenge



Range 4: Knows their own name, their preferences and interests and is becoming aware of their unique abilities



Range 4: developing an understanding of and interest in differences of gender, ethnicity and ability



Range 4: Experiments with their own and other people's views of who they are through their play and behaviours



Range 4: gradually learning that actions have consequences but not always the consequences the child hopes for

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