EARLY YEARS FOUNDATION STAGE	
Personal, Social & Emotional Development: Long Term Curriculum Map	
Area of Learning:	**Aspects of Learning:**
Personal, Social & Emotional Development	Self-Regulation Managing Self Building Relationships
Intent *To nurture emotionally secure, confident and resilient children who are able to build positive relationships, manage their emotions and engage successfully in learning and social experiences.*	

Curriculum intent for Personal, Social & Emotional Development:

- Form secure, positive relationships with adults and peers.
- Understand, express and manage their feelings in a healthy and age-appropriate way.
- Develop confidence in themselves and a strong sense of self-worth.
- Show resilience, perseverance and a willingness to try new things.
- Become increasingly independent in their choices, play and daily routines.
- Work and play cooperatively, sharing, taking turns and resolving conflicts with support.
- Follow simple rules, boundaries and expectations within a safe environment.
- Regulate their emotions with support, particularly during transitions and challenges.
- Feel safe, secure and valued as unique individuals within the setting.

Created by Louise Cheetham (Early Years Team Leader) with reference to Mary Sheridan: From Birth to Five Years: Children's Developmental Progress (2014), DfE: EYFS Statutory Framework (2025), DfE: Development Matters (2023) and Early Years Coalition: Birth to 5 Matters (2021).

Child Development Progression Map: Self-Regulation						
0 – 6 months Infants learn to manage arousal, attention and comfort but rely on caregivers for support.						
1 month	**2 months**	**3 months**	**4 months**	**5 months**	**6 months**	**End of Stage**
*Begins to quiet when comforted by caregiver. *May start to focus on caregivers face/voice for reassurance.	*Smiles responsively- early social soothing. *Settles more quickly when held or spoken to.	*Begins to self-soothe for short periods (e.g., hand to mouth). *Cries less when needs are anticipated.	*Laughs and shows excitement. *Can calm with familiar routines.	*May turn head away from overstimulation. *Starts to anticipate feeding/comfort.	*Uses caregiver as a secure base – looks to them for emotional cues. *May settle more easily with comfort object (cloth, toy).	*Calms with familiar routines and comfort from a caregiver. *Uses caregiver as a secure base – looks to them for reassurance and emotional cues. *Regulates through co-regulation.
SELF-REGULATION: Progression of Knowledge and Skills *Babies develop growing independence, though they still reply heavily on caregivers for support.*						
6 – 12 months						
7 months	**8 months**	**9 months**	**10 months**	**11 months**	**12 months**	**End of Stage**
*Separation anxiety begins – shows distress when caregiver leaves. *Needs caregiver help to regulate fear and distress.	*Actively seeks comfort (reaches, lifts arms). *Stranger anxiety may peak – needs reassurance.	*May distract self briefly with toys when upset. *Uses joint attention with caregiver for attention.	*Starts to pause when told "no" though impulse control is minimal. *Uses gesture to seek comfort or express frustration.	*Begins to show early frustration when restricted. *May cling or cry more strongly for regulation.	*Uses simple strategies like turning away or holding an object to self-soothe. *Protests strongly but also recovers more quickly with comfort.	*Begins to use simple self-soothing strategies. *Shows strong protest when needs are not met. *Calms down quickly through co-regulation with familiar adults.

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12 – 18 months *Children develop early independence and emerging self-control but still rely on caregivers for co-regulation in emotional and behavioural contexts.*						
13 months	**14 months**	**15 months**	**16 months**	**17 months**	**18 months**	**End of Stage**
*Displays wider emotional range - joy, anger, stubbornness. *Needs predictable routines for regulation.	*Early tantrums when needs unmet. *May use care-givers guidance to calm (redirected to play).	*Tries to assert independence ("me do it"). *Needs adult help to recover from frustration.	*May briefly self-distract when upset (wander off, switch toy). *Beginning to understand "stop" and "wait" with support.	*Uses more gestures or single words ("no", "mine") to express needs. *Tantrums frequent if communication fails.	*Comforts self with familiar routines or objects. *Looks to caregiver for reassurance before exploring.	*Shows strong emotions more clearly. *Dis-regulation is common-especially when independence is blocked. *Begins early self-soothing attempts.
18 -24 months *Children demonstrate early skills in managing their emotions and behaviour with adult support.*						
19 months	**20 months**	**21 months**	**22 months**	**23 months**	**24 months**	**End of Stage**
*May recover from distress faster if comforted immediately. *Beginning to initiate self-soothing strategies from adults (stroking, patting).	*Starting to use language for feelings ("mad," "sad"). *Can sometimes wait very briefly for needs to be met.	*Can switch attention with adult help to calm. *Uses comfort object more intentionally.	*May show empathy (tried to comfort others). *Tries to control impulses for short moments with adult reminders.	*Follows simple daily routines that support regulation (tidy up, wash hands). *May start to verbalise frustration rather than only tantrum.	*Increasingly uses words to express emotions and needs. *Shows first steps in managing strong feelings, though tantrums still common.	*Uses simple language to express needs and feelings. *Shows very short moments of impulse control. *More aware of social rules and routines, but regulation still depends on adult scaffolding.

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2-3years *Children are beginning to manage emotions and behaviour in simple social situations with adult support*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Relies entirely on adults for emotional regulation. *Shows strong emotional reactions, e.g. crying, screaming. *Begins to accept comfort from familiar adults. *Starts to follow simple routines with support.	*Shows basic emotions visibly. *Uses simple gestures and words to express feelings. *With adult support responds to others' feelings, e.g. hugs a crying child when suggested.	*Responds well to routine and structure. *Anticipates transitions with adult prompts. *Begins to stop and listen with reminders. *May become dysregulated when routines change.	*Begins to wait for short times with adult help, e.g. seconds. *Responds to calming, co-regulation strategies with adults. *May continue to shout, hit or bite at times when frustrated, but accepts comfort afterwards.	*Uses short phrases to express emotions, "no like." *Begins to ask for help instead of reacting physically. *Copies adults using calming strategies.	*Tries familiar coping tools, e.g. comfort objects, breathing with an adult. *Looks to adults for how to respond in stressful situations. *Returns to calm more quickly after conflict.	*Begins to manage frustration with help – dysregulation is still frequent, but recovery is faster. *Uses comfort objects and routines intentionally to calm. *Demonstrates emerging empathy. *Still relies on adults for co-regulation, but increasingly able to use learned self-soothing techniques.
3 – 4 years *Children are developing greater independence, sustained emotional control and the ability to follow routines and rules with minimal adult support.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Seeks comfort and support from familiar adult. *Follows simple routines with visual or verbal prompts. *Recognises basic emotions in themselves.	*Names a wider range of emotions with support, e.g. worried, excited. *Begins to talk about how others feel. *Can follow adult-led rules most of the time.	*Maintains attention in small group activities. *Can wait a short time in familiar routines, e.g. snack time or group games. *Uses adult-supported strategies to calm down.	*Begins to identify and express feelings more clearly, e.g. "I'm sad because…" *Uses visual aids or prompts to talk about feelings. *Can suggest simple ways to feel better, e.g. get a hug, take a breath. *Show growing awareness of how behaviour affects others.	*Can use simple regulation techniques more independently when an adult is close by. *Can adapt to small changes in routine with reassurance. *Shows pride in following class/group expectations.	*Tries to express feelings appropriately, e.g. using words not actions. *Begins to manage waiting, turn taking and sharing more independently. *Can express needs, feelings and ideas in familiar settings. *Shows resilience, e.g. keeps trying and copes with small disappointments.	*Can name basic feelings consistently. *Begin to use language and simple strategies to regulate emotions. *Shows greater impulse control – can wait a short while and follow simple rules. *May begin to self-regulate with adult prompts.

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4 – 5 years *Children develop consistent self-control, emotional regulation, independence, and the ability to follow routines and social rules.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
*Recognises a range of emotions in self and others. *Responds to simple behaviour expectations, e.g. "gentle hands".	*Uses words to describe feelings and basic needs, e.g. "I'm tired", "I'm hot." *Begins to talk about how behaviour affects others. *Waits and takes turns with adult support.	*Can stay on task for longer periods, 10-15 minutes in adult-led tasks. *Can recover from small setbacks, e.g. a mistake. *Uses adult-taught calming strategies, e.g. deep breaths, counting. *Shows awareness of group rules and reminders.	*Begins to resolve peer conflict with adult support. *Identifies more complex emotions, e.g. lonely, frustrated. *Can stop and think before acting most of the time. *Begins to talk about strategies they can use to feel better.	*Manages turn-taking and sharing in play independently. *Adapts to small changes in routine with little support. *Applies calming/problem-solving strategies without adult prompting.	*Maintains focus and effort even when tasks are challenging. *Manages feelings with increasing independence. *Consistently follows the class rules and supports others to do the same.	*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.

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Child Development Progression Map: Managing Self			
0-12months *Babies learn to feed with support, tolerate hygiene routines, explore hand-to-mouth coordination and gradually gain control over the movements needed for basic daily care.*			
0 – 6 months	**6 – 9 months**	**9 – 12 months**	**End of Stage**
*Independence is mostly emotional – calming self and anticipating routines. *Physical independence is very limited - fully dependent on care giver. *Begins to respond to caregiver presence. *Is comforted by familiar handling. *Anticipates familiar routines.	Early self-care begins: *Self-soothing. *Requesting help. *Holding bottle and participating in feeding.	Clearer physical independence emerges: *Holding cups and finger feeding. *Helping with dressing. *Beginning to follow simple routines.	*Begins to assert small choices. *Can feed self finger-foods. *Hold a cup with some help. *Assist in simple routines. *Shows interest in the toilet or potty, though still no bladder or bowel control.

12 – 18 months *Self-care skill develop as children begin to feed themselves with fingers or a spoon, help dressing by holding out arms and legs and participate in simple hygiene routines, like hand washing with support.*						
13 months	**14 months**	**15 months**	**16 months**	**17 months**	**18 months**	**End of Stage**
*Holds cup with little help. *Uses spoon with assistance. *Finger feeds independently. *Begins to undress with help.	*Drinks from cup with more control. *Attempts to hold spoon without help. *Imitates adult self-care actions.	*Removes socks and simple clothes with help. *Participates in dressing by holding out arms. *Shows pride in small self-care tasks.	*Uses spoon for feeding independently with some spilling. *Drinks from a cup independently. *Can remove simple clothing items.	*Begins to dress with help, (e, g. pulling up trousers). *Imitates washing hands. *Understands "tidy up" routines with prompting.	*Uses spoon more independently. *Begins to help washing hands with prompts.	*Uses a spoon independently. *Can drink from a cup. *Removes clothing, e.g. socks, and assists in dressing. *Shows interest in washing hands and recognising toileting cues. *Shows interest in toileting routines.

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18 – 24 months *Children attempt toileting with help, begin to assist with dressing and undressing and increasingly attend to their own needs.*						
19 months	**20 months**	**21 months**	**22 months**	**23 months**	**24 months**	**End of Stage**
*Tells an adult if nappy is wet or dry. *May show discomfort when soiled. *May point to potty or toilet when prompted. *Follows simple '"tidy up" requests. *Uses a spoon effectively.	*Shows greater awareness of bladder and bowel sensations- may begin to stop play or squirm when needing a nappy change. *Responds to simple cues about toileting ("Do you need the potty?"). *Removes more clothing independently. *Tries to brush teeth with adult help.	*Begins to associate toileting with certain routines (after drinks, before bath). *Attempts to put on hat or coat with minimal help. *May begin to express preference for a clean nappy or potty. *Follows short sequences of self-care routines.	*Uses gestures or simple words to indicate need to use toilet/potty. *May begin to go to the toilet/potty with adult guidance. *Shows increasing understanding of bodily signals. *Washes hands with minimal prompting.	*Shoes increasing verbal and physical communication of the need to toilet. *Begins to follow simple toileting routines with prompting. *May sit on the potty briefly with encouragement. *Can feed self with minimal spillage and may begin to use a fork.	*Recognises toileting routine. *Will indicate the need to toilet more consistently. * Can sit on the potty or toilet with adult help. *Understands basic hygiene after toileting. *Shows pride in independence.	*Able to dress/undress with support. *Feeds self with spoon and begins to use a fork. *May sit on the potty for a short time with clothes on. *Can stay dry for 1 – 2 hours at a time. *Recognises the feeling of needing to 'go'. *Follows simple hygiene sequences.
2 – 3 years *Children use the toilet with assistance and participate in basic hygiene routines like handwashing and teeth brushing.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Begins to separate from main carer with support. *Shows awareness of own needs (hunger, toileting, tiredness). *Verbalises need to use the potty/toilet. *Responds positively to adult guidance.	*Sits on potty/toilet for short periods. *Participates more actively in toileting routine. *Begins to make choices, choosing toys or activities. *Starts to express preferences. *Cooperates with dressing, e.g. putting on coat.	*Recognises the need to toilet earlier. *Can pull pants down and sit on potty/toilet with help. *Begins to wipe self with assistance. *Attempts simple self-care tasks, e.g. washing hands, feeding self. *Follows short simple instructions, "put your cup on the tray".	*Uses potty/toilet with less prompting. *Verbalises the need to use the toilet consistently. *Washes hands. *Is aware of basic dangers, e.g. hot or sharp. *Starts to follow adult-led safety rules in play.	*Begins to understand privacy. *Manages some toileting tasks independently. Shows confidence in exploring when supported. *Waits for short periods with adult support. *Begins to use simple words to express needs/emotions, "I tired," "No like."	*Can recognise when they need to use the toilet independently. *Tries to do more for themselves, e.g. toileting or pouring a drink. *Begins to understand turn-taking with support. *Talks about how others feel, "she sad."	*Shows preference for certain foods and feeds self independently with spoon and fork. *Enjoys dressing tasks. *Shows a strong desire for independence. *Uses the potty or toilet with help managing clothes. *Accidents are still common – learning control takes time.
SELF-CARE: Progression of Knowledge and Skills						

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3 – 4 years *Children use the toilet with minimal support, feed themselves competently and manage personal hygiene tasks like washing hands and brushing teeth with guidance.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Separates confidently from main carer after initial settling in period. *Begins to understand daily routines. *Expresses basic needs clearly "I need the toilet."	*Puts on own coat and shoes independently (may need help with fastenings). *Uses toilet with increasing independence. *Washes hands without being told.	*Talks about how they feel and why. *Begins to use calming strategies with adult support. *Understands behaviour expectations, e.g. kind hands, listening ears.	*Recognises and avoids common dangers. *Understands consequences of some actions, e.g. "if I run, I might fall." *Tries to solve simple problems independently.	*Begins to show more resilience. *Accepts help but likes to try first. *Takes responsibility for own belongings.	*Manages toileting fully independently. *Puts on coat and wellies. *Understands how to ask for help. *Chooses activities and completes them with focus.	*Is toilet trained during the day though occasional accidents may happen. *Can go to the toilet independently with some help for wiping or buttons. *Eats independently and begins to use a knife and fork. *Recognises hunger and fullness.

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4 – 5 years *Children dress and undress themselves, use the toilet confidently, manage personal hygiene routines, and feed themselves without assistance, showing growing responsibility for daily care tasks.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
*Follows routines and classroom expectations with minimal reminders. *Understands and follows simple rules. *Seeks help when needed.	*Dresses/undresses for PE independently *Manages toileting and handwashing without reminders. *Chooses activities and sticks with them for short periods.	*Identified own feelings and can name them. *Uses simple strategies to self-regulate. *Begins to talk about others feelings.	*Understands consequences of behaviour. *Chooses safe ways to play. *Accepts responsibility when things go wrong.	*Tries new activities with less adult re-assurance. *Accepts when things are difficult but doesn't give up. *Recovers from setbacks, e.g. not winning a game.	*Works independently for longer periods. *Resolves minor conflict with peers more independently. *Understands and follows the classroom/school rules consistently.	*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.

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Child Development Progression Map: Building Relationships			
0 - 12months *Babies begin building relationships by responding to caregivers' voices and expressions, seeking comfort and affection, showing recognition of familiar people and engaging in early social interactions such as smiling, cooing, and making eye contact.*			
0 - 3 months	**4 - 6 months**	**6 – 12 months**	**End of Stage**
*Smiles at carer or familiar person. *Begins to show emotion (e.g. squealing with delight when someone arrives). *Enjoys being held, cuddled and comforted by familiar touch.	*Enjoys attention and being with others. *Shows preference for familiar people. *Smiles more reliably and begins to vocalise back when interacting (e.g. cooing, babbling in response).	*Has a clear preference for familiar people (parents, grandparents etc.). *Enjoys simple social games such as peek-a-boo, pat-a-cake. *Clings to familiar adults when needed; may be distressed when main carer leaves the room. *May show some anxiety or wariness of strangers.	*Uses social gesture, e.g. waves 'bye-bye'. *Repeats actions that cause laughter or positive responses. *Shows affection to familiar people.

12 months – 24 months *Children show affection, begin parallel play with peers, express emotions through gestures and words, and engage in simple social interactions like sharing and turn-taking with guidance.*			
12 – 15 months	**16 – 18 months**	**18 – 24**	**End of Stage**
*Initiates interactions with other children (pointing, reaching out, showing interest). *Enjoys spending time in groups with other children, though often playing independently or parallel whilst observing others. *Recognises familiar adults in photographs.	*Alternates between seeking adult reassurance and exploring independently. *Understands ownership ("my toy", "yours"). *Sometimes shows jealousy or dislike when others get attention. *Increased awareness of other children's presence; may imitate or be interested in them.	*Is more consistent in managing separation (though still may seek security). *Increasingly uses gestures, actions to initiate social interactions. *May begin simple shared play.	*May have preferred playmates. *Beginning share a learning space and toys with others (with support). *Increasing confidence in social situations- wants to be involved.

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2 – 3 years *Children build relationships by engaging in more interactive play, beginning to show empathy, expressing emotions verbally, following simple social rules and forming early friendships while negotiating and taking turns with peers and adults.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Begins to form bonds with key person. *Seeks comfort from familiar adults. *Shows interest in other children from a distance.	*Plays alongside, but not directly with, other children. *Watches and imitates others. *Starts to show awareness of others' presence.	*Shares smiles, words or simple gestures with peers. *Responds to other children, e.g. laughter, hand gestures. *Begins to take turns with lots of adult support.	*Notices when others are sad or upset. *May offer comfort or share toys spontaneously. *Shows basic empathy, e.g. copying facial expressions.	*Engages in short bursts of cooperative play, e.g. chase or rolling ball. *Uses simple language in play, "my turn," "you go". *Seeks peers out to play near or with them.	*Shows preference for specific peers. *Talks about or names familiar children when they are absent. *Begins to share with adult support.	*Shows interest in friendships with particular children and the foundations of co-operative play, however, still relies heavily on adult guidance for turn-taking, sharing and resolving conflict.
3 – 4 years *Children begin to cooperate in group play, resolve minor conflicts with support and show empathy whilst forming stronger friendships through shared activities and communication.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Seeks out familiar adults for comfort and support. *Begins to form deeper relationship with key person. *Watches and sometimes imitates others during play.	*Plays alongside others with shared resources. *Begins to join in small group play. *Show's interest in others' play ideas.	*Shares resources more willingly but may still need support. *Waits for a turn in familiar games with adults help.	*Talks about their own feelings in simple terms. *Begins to understand the feelings of others. *Responds with comfort or care to upset peers.	*Plays cooperatively for longer periods of time. *Seeks out specific children to play with according to their interests. *Talks about friends by name or role.	*Resolves simple disagreements with words, e.g. "I had it first," "Can I have a go?" *Suggests ideas for shared play. *Understands simple group roles.	*Forms real friendships with preferred peers. *Understands that friendships can have ups and downs but can recover from disagreements with support. *Enjoys group games and imaginative play that involve agreed rules and roles.

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4 – 5 years *Children initiate and engage with cooperative and imaginative play as they negotiate and resolve conflicts more independently and form meaningful friendships based on shared interests and trust.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
*Has secure relationships with key adults. *Seeks comfort or help when needed. *Starts to seek specific peers and join their play.	*Joins in group play using shared ideas and roles. *Takes turns more consistently. *Begins to negotiate with others during play.	*Uses words to express feelings about relationships, "I don't like it when…" *Shows empathy through actions or words. *Reflects on how others might feel.	*Starts to resolve peer conflicts with words and understanding. *Accepts compromise, "you can have it after me." *Understands consequences of actions on others.	*Talks about friendships and shared experiences. *Shows loyalty or care for friends, e.g. checking on them if they are upset. *Works with peers towards a shared goal.	*Participates in group activities cooperatively. *Works with new peers confidently. *Talks about feelings around change and separation.	*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.

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Implementation – Personal, Social & Emotional Development
Intentional Teaching
Enabling Environment

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Impact
Impact will be achieved by:

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