‘Me and my Friends'
What does it look like in EYFS?

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:
• playing and exploring - children investigate and experience things, and ‘have a go’
• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of the children’s learning in all areas.

Personal, Social and Emotional Development (Statutory)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Birth to 3 -

Establish their sense of self. - Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink - Express preferences and decisions.- They also try new things and start establishing their autonomy.- Feel strong enough to express a range of emotions.- Be increasingly able to talk about and manage their emotions. -Thrive as they develop self- assurance.- 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.- 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.- 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.- Safely explore emotions beyond their normal range through play and stories.- Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.

3-4 year olds -

Develop appropriate ways of being assertive
Talk with others to solve conflicts.
Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried
Play with one or more other children, extending and elaborating play ideas.’
Begin to understand how others might be feeling
Do not always need an adult to remind them of a rule
Play with one or more other children, extending and elaborating play ideas
Help to find solutions to conflicts and rivalries. .

Reception -

Think about the perspectives of others.Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.

ELG -

Work and play cooperatively and take turns with others. - Show sensitivity to their own and to others’ needs. - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

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