







	Months	Self-Regulation
Seeds 	0-12	<ul style="list-style-type: none"> Communicates a range of emotions through making sounds, facial expressions and moving their bodies Expresses feelings strongly through crying Begins to find ways to comfort self (e.g. <i>sucks hands</i>) Seeks comfort from adults through voices, physical presence and touch (e.g. <i>cuddles</i>) Reacts emotionally to other people's emotions (e.g. <i>smiles when smiled at</i>) Has ways of expressing pleasure such as flapping arms or laughing Has ways of expressing anger or distress Gets upset when a toy is taken away from them May become stressed or anxious if left somewhere without parent/carer Makes body stiff and vocalises when protesting
	12-24	<ul style="list-style-type: none"> Shows a wider variety of feelings, using crying, gestures or vocalisations freely to express their needs Uses a familiar adult to share feelings such as excitement and for emotional refuelling when feeling tired or anxious Finds ways of soothing themselves such as comfort object, familiar others, routines or spaces Becomes more able to adapt their behaviour and increase participation and co-operation as they become familiar with routines Explores the boundaries of behaviours that are accepted by adults and be aware of basic rules Expresses positive and negative feelings through actions, behaviours and a few words with great intensity (e.g. <i>losing control of body when angry/hitting out at others</i>) Aware of others feelings and begins to show empathy (e.g. <i>offering a comfort toy to another child</i>) Asserts own agenda strongly, will display frustration when having to comply with others and/or routines Uses a parent/carer as a secure base from which to explore new environments Begins to share and give and take
Sprouts 	24-36	<ul style="list-style-type: none"> Shows self-aware emotions such as pride and embarrassment Feels overwhelmed by intense emotions such as fear or anxiety, anger or over-stimulation, which can result in emotional collapse (e.g. <i>displays distress</i>) Can seek comfort from familiar adults and can distract self with a comfort object when upset Responds to the feelings of others, showing concern and offering comfort Has their own mind and expresses it (e.g. <i>grows in independence and rejects help, asserts likes/dislikes</i>) Understands that some things are theirs, some things are shared and some things belong to other people Recognises that some actions may hurt or harm others and begins to stop themselves from doing something they shouldn't do Participates more in collective co-operation as their experience of rules, routines and understanding of some boundaries grow Understands that they have to share and take turns but might not always be willing to do so Be increasingly be able to think about, talk about and manage their emotions (e.g. <i>me sad, he hit</i>)



	36-48	<ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play (e.g. <i>excitement, anxiety or self-doubt</i>) • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their behaviours and choices/actions and knows that some actions can hurt their feelings • Adapts behaviour in favourable conditions such as being in a library or taking part in a baking activity • Understands that expectations vary for different events, social situations and changes in routine (e.g. <i>takes shoes off to access the movement mats</i>) • Remembers rules without an adult needing to remind them • Understands own actions affect other people • Finds solutions to conflict and rivalries with support from adults
Seedlings 	48-60	<ul style="list-style-type: none"> • Shows care and concern for others including their environment • Manages some conflict and rivalries without support • Adapts behaviour to changes in routine • Follows rules and knows why they are important • Joins in appropriately with shared play • Understands their own and others feelings, offering empathy and comfort (e.g. <i>offering comfort when they have upset a child</i>) • Can think of own goals (e.g. <i>I'm going to make a dinosaurs house</i>) • Can manage feelings and tolerate situations where their wishes cannot be met
Saplings 	ELG	<ul style="list-style-type: none"> • Understands own feelings and those of others and regulate behaviour accordingly • Set and work towards simple goals and control impulses • Give attention to what is being said and follow a series of instructions