

Progression in the development of Managing Feelings and Behaviour.

As with all areas of the EYFS curriculum, children must demonstrate each area **independently** and **consistently** over a period of time, before they are judged to have achieved it.

Here are some examples of age-appropriate behaviour:

22-36 months:

- I will go to a grown up I know when I'm feeling sad, scared or worried.
- I will do or say something when someone I know looks sad, cross, scared or worried.
- I know that if I take my friend's toy or shout at them they might get upset or cross.
- I will give my friend a hug if they are upset.
- I can sometimes stop myself from doing something that I know I shouldn't do.
- Sometimes I choose to play with toys I like to stop me from feeling upset.
- I can follow simple routines to help me do things by myself.
- If you tell me what to do, rather than 'no' I am able to do it.

30-50 months:

- I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too.
- I know that sometimes my friends will want to have the toys I am playing with and I will need help from a grown up to share these with them.
- I am beginning to understand that when you are busy I can't always have everything I want, when I want it.
- I know that sometimes I can't do things I want to do, like running around in the supermarket or jumping up and down on your friend's sofa with my muddy boots on.

40-60 months:

- I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friends upset or cross I might get upset too or try to give them a hug.
- I know what I should do to help me and my friends share things, keep safe and be happy.
- I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross.

Early Learning Goal:

- Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.