

Nursery

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
• Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration	• Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest	• Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
Adult interactions Use mealtimes for children to practice social skills Play name games to welcome children to the setting Get to know key children's likes and dislikes Give your full attention when young children look to you for a response Be on hand to support social interactions between children Model gentleness and kindness in your interactions with children and each other Help toddlers understand each others thoughts and needs by suggestions useful phrases, commenting on what might be going on and modelling respectful and considerate response during play		Environment Display photographs of practitioners Plan routine care events Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. Provide duplicates of favourite items to reduce conflict Provide matching items for children and adults to mirror each other in play Provide time, space and open-ended materials for children to collaborate with one another in different ways. Plan the environment to create spaces for children to play alone, alongside or with others as they choose

Making Relationships - Fantastic Friend



Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favorable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play	• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship	ELG: Building Relationships: Work and Play cooperatively and take turns with others: Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs ELG managing Self: Explain the reasons for Rules, Know right from wrong and try to behave accordingly
<u>Adult interactions</u> • Use different resources such as social stories and Persona Dolls to help children to develop strategies for building and maintaining relationships. • Offer calm and considered support for children as they experiences conflict with their peers. Use a problem-solving approach; You are fighting because you both want the blue bike, what can we do about this? • Pause before intervening in children's arguments to allow children time resolve issues if they can. • Notice and celebrate young children's valuable contributions to their relationships with others, e.g. to younger children, new children or new practitioners		<u>Environment</u> • Provide play activities that encourage cooperation and collaboration, such as parachute activities and ring games. • Choose books, puppets, and dolls and small world play that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying, You can't play. • For young children who are finding it hard to make relationships in the group, develop other situations such as a forest school activity or a creative arts project that may be more encouraging



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