

Nursery

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine	• Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for	• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
<u>Adult interactions</u> • Share toddlers' pleasure when they do something for themselves and celebrate by sharing with others such as parents, other children or practitioners. • Recognise a child's growing sense of agency and respect their attempts to gain independence by giving time for doing things for themselves in routines. • Provide toddlers with opportunities to practice making choices and decisions such as when serving themselves from dishes on the lunch table. • Support toddlers' autonomy by involving them in the daily organisation of the home or group by setting the table, for example. • Be close by and available to provide encouragement and support when a toddler needs it but show trust in their capabilities. • Be aware of and alert to possible dangers, while recognising the importance of encouraging young children's sense of exploration and risk-taking. • Recognise and value toddlers unique interests and abilities by following and building on what they show you about their play interests and preferences. • Recognise each child's social and cultural context by talking about the places children go to, celebrations they enjoy and the people they love. • Notice your interactions with children of different genders, ethnicities or abilities; are you conveying any unconscious bias? Are you actively challenging stereotypes and assumptions?		<u>Environment</u> • Create displays and albums of photographs of the children and the activities they have participated in. • Encourage children to take their own photographs within the setting. • Displays, equipment and resources are reflective of the children's linguistic social and cultural backgrounds and those of the wider community, so there are items that are familiar to each child. • Share observations and consult with parents on each child's interests, dispositions, wellbeing and achievements, whatever they may be. • Adapt the environment to support the needs of children with mobility, visual or hearing impairment. • Plan the environment so that storage for coats, nappies, shoes and comforters are labeled with individual children's photographs and names so children can access them independently. • Provide an environment that is stable and familiar so children can find what they need, feel secure and be autonomous in their play • Ensure materials are easily accessible so all children have access to them and can make choices in their play. • Provide mark making and collage materials that allow children to accurately represent their skin colour and hair type.

Sense of Self - Independent Individual



Stage 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help	• Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity	ELG managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenges
Adult Interactions Celebrate each child's uniqueness by openly talking with them about their individual characteristics and their similarities and differences with others in a positive way. • Value difference through showing genuine interest in and valuing all children's contributions through listening carefully and providing opportunities for children to be fully themselves. • Offer extra support to children in new situations or when they are feeling anxious or insecure. • Talk to children about choices they make and help them understand that this may mean that they cannot do something else. • Show trust in young children's abilities by showing them how to use and care for materials, letting them try and noticing when they need help; offering but not taking over. • Be aware of and respond to the particular needs of children who are learning English as an additional language. • Engage with children in exploring and talking about what they are doing, valuing their ideas and ways of doing things. • Offer help with activities when asked but not before and see struggle and mistakes as important parts of learning. • Intervene when children need help and validation of feelings in difficult situations, such as prejudice or unkindness. • Use books, stories and Persona Dolls to engage children in thinking about difference, unfairness, prejudice and discrimination. • Notice and appreciate young children's efforts not just their achievements, encouraging their inner motivation rather than working just for your approval or a sticker. • Listen carefully to young children. Take their ideas and opinions into account and involve them in making decisions about daily events. • Young children with disabilities or learning difficulties may need additional support in making choices and decisions and being autonomous.		Environment • Involve parents in their children's learning and learn about each child's home culture from them. • Plan regular opportunities for children to talk to their small group about something they are interested in or have done. • Include mirrors and photographs of the children and their families and friends in the environment. • Reflect children's socio-cultural and ethnic backgrounds and those of the wider community in the environment, play opportunities and resources. • Give time for children to pursue their play and learning without interruption, to complete activities such as role play, construction, building dens and painting to their satisfaction, and to return to their activities if they wish. • Provide experiences and activities that are challenging but achievable. • Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. • Provide books, stories, songs, music and other cultural artefacts that are drawn from a wide range of traditions and styles. • Provide and engage with CPD to extend practitioner's awareness of anti-bias practice.