

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
- Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words - Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking - Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement - Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries	- expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling - Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated - Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions - Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset - Responds to the feelings of others, showing concern and offering comfort - May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favorable conditions - Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows	- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt - May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares - Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants - Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings - Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favorable conditions
<u>Adult interactions</u> - Be a secure base for toddlers to return to for "emotional refuelling" when encountering social conflict and challenges. - Understand that "emotional storms" are a sign of a child being overwhelmed by strong emotions such as anger, frustration, fear, anxiety and sadness. - Show empathy and stay close by to offer support and reassurance as the child calms after an emotional collapse. - Use real life experiences to help children to understand a wide range of emotions in others and themselves by talking about different emotions as they occur during play. - Model empathy and talk about others' feelings. - Demonstrate clear and consistent boundaries without being rigid and unreasonable - Show fairness; - Support young children's rights to be kept safe by others by helping them to assert themselves positively and by respecting their bodily integrity		<u>Environment</u> - Maintain consistency of key person relationships in the organisation of staffing - Keep changes in group and routine to a minimum - Ensure that observation and planning for children's emotional needs is a central focus. - Provide books, stories and puppets that can be used to model responding to others' feelings and being helpful and supportive. - Provide sufficient materials and duplicates of popular items to reduce conflict, e.g. ride on toys, construction toys, and several copies of the same book - Create enough space and organise resources so that toddlers can play without becoming frustrated. - Create calm spaces inside and out, for retreat and relaxation - Offer play opportunities with open-ended materials. - Provide for vigorous physical play.

Stage 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt - May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares - Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants - Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings - Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favorable conditions	- Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and behaviour and its consequences - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met - Seeks support, "emotional refueling" and practical help in new or challenging situations - Is aware of behavioral expectations and sensitive to ideas of justice and fairness - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	ELG managing Self: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ELG Self regulation: Explain the reasons for rules, know right from wrong and try to behave accordingly
<u>Adult interactions</u> - Create a listening culture and atmosphere which is calm and caring, where young children feel able to express their emotions - Model caring responses and comforting or helping behaviours in your interactions with all children. - Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable. Put children's feelings into words for them - Model how you manage your own feelings, e.g. I'm feeling a bit angry and I need to calm down, so I'm going to... - Help children to recognise when their actions hurt others. Do not expect children to say sorry before they have a real understanding of what this means. Instead help them to suggest solutions to a conflict when they are emotionally ready. - Be emotionally available to young children when they need to "emotionally refuel" to help them to cope with difficult situations, conflict and difficult emotions. - Ask children for their ideas on what might make people feel better when they are sad or cross. - Using role play opportunities, social stories and providing feedback can help a child to recognise their feelings of empathy . - Provide clear boundaries without being inflexible. - Discuss rules and fairness with young children and show positive appreciation of young children's pro-social behaviours of kindness and helpfulness for example. - Support children in recognising the consequences of behaviours and responses that make other children or adults feel upset and help them to repair this by finding new responses or behaviours. - Make opportunities for children and adults to listen to each other and explain their thinking, feelings and actions as far as they are able. - Collaborate with children in creating rules and expectations within a group such as mutual respect, compromise, caring behaviours towards themselves, others and the environment.		<u>Environment</u> - Plan small group circle times when children can explore feelings, e.g. through stories. - Create familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. setting the table or putting away toys. - Display a sequence of photographs to show the routines in the setting to support younger or new children and children with additional needs. - Provide photographs and books where emotions are being expressed to look at and talk about with children. - Use Persona Dolls to help children consider feelings, ways to help others feel better, and ways to manage conflicting opinions, be fair and get on with each other. - Provide a range of music, stories, open ended materials and play opportunities, play props and resources to support young children in exploring and making sense of feelings such as fear, anxiety and anger. - Offer environments that include stimulating and challenging spaces but also calm and comfortable spaces. - Set, explain and maintain clear, reasonable and consistent boundaries so that children can feel safe and secure in their play and other activities. - Use pictures, shared gestures or sign language to show young children and those with additional needs the expected behaviours. - Involve children in agreeing codes of behaviour and taking responsibility for implementing them. - Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.



Understanding Emotions - Manager of Me

