

N Steps Through Learning

Personal, Social & Emotional Development

Support children with toilet training in partnership with parents. Most children (not all) are reliably dry during the day by the age of 4. Seek medical advice, if necessary, from a health visitor or GP. (Development matters p.55)



I try some ideas modelled by an adult, such as: playing positively together, finding alternative toys to solve conflict in play.



I can use some kind choices when I play and work with others.



I try to get my things ready. e.g to put on coat, change wellies/shoes, use the toilet, wash and dry my hands etc)



I know how to share toys and equipment with some other children.



I can make some safe choices when I play and work with others.



I can manage my own toileting needs most of the time.



I know how to take turns in a game.



I can show that I can be ready at times during the session, responding to a verbal or visual reminder.



I know some ways to look after:
My family and friends
Children and adults at Nursery
The things around me



I can practise some things that I find difficult.



I know some food and drinks that are healthy and unhealthy.



I know some ways to look after plants and animals.



I try a new activity.



I know when I may need to wash and dry my hands and clean my teeth.



I know how to play with others for a more sustained time. Sometimes I need you to help me share and take turns.



I know how to talk about how others may be feeling using pictures/puppets (etc) to help me.



I know that I need sleep to be healthy.



I know how to ask someone when I need help.



I know that there are safe and unsafe items.



I know when I need to go to the toilet.



I know a strategy to keep myself safe: say "Stop"/get help from an adult



I independently change shoes for wellies, with support to find the correct feet.



I know how to follow visual and verbal cues to sequence routines of session.



I know some people who keep me safe in the community.



I tidy resources or equipment when given as a task.



I take part in setting up role play/other play activity with an adult.



I try to put own coat on independently, sometimes needing help to find the second arm, or using over the head method. I know how to pull up zip after an adult has fastened the bottom



I know how to ask an adult for help to solve a problem in my play.



I know how to undo my shoes (velcro fastening) put on wellies and back again, with support to find the correct feet.



I notice differences between people: families (SCARF), your home/my home.



I am exploring how others may be feeling with an adult using stories and play situations.



I come into Nursery independently.



I know how to put the item I have been using/playing with away at tidy up time.



I am beginning to build play with one or two other children.



I am aware of visual and verbal cues to sequence routines of session. (split into small parts e.g. - entry to snack time - After lunch to home time.)



I know how to find my own items: wellies, water bottle.



I know how to access my favourite resources/ equipment/areas independently.



I know how to play with others, sharing and taking turns with guidance such as, 'yours', 'X's'.



I can name different feelings and share my experiences of them: happy, sad, angry, cross, frightened, scared, loved



I can say our rules are 'ready, safe, kind'.



With support I can put my coat on.



I notice differences between people: things we wear, how we celebrate



With some adult support, I am becoming familiar with key routines: coming into setting, carpet time/registration, snack time, lunch



I can talk about myself: things I can do



I know how to undo my shoes (velcro fastening) put on wellies, with support put my shoes back on again.



I know how to carry out a task such as choosing a story for everyone to share at story time/carry resources for a group (when asked).



I come in with a familiar adult from the setting.



I can ask/take myself to the toilet, sometimes with support.



I can respond to an adult through actions. (e.g. put coat on peg with help, wash hands with help)



I know some people who keep me safe in Nursery.



I can wash and dry my hands with some support.



I can name different feelings and share my experiences of them: happy, sad, angry/cross.



I can talk about myself: things I enjoy, talking about my appearance in a mirror, name who is in my family.



I know how to put the item I have been using/playing with away at tidy up time with support/together.



I can say who is being kind in a story.



With adult support, I am becoming familiar with key routines: coming into setting, carpet time/registration, snack time, lunch



I can find my own coat peg in setting.



I know how to access some areas of the setting independently and others with adult support.



I play with an adult, taking turns and sharing with guidance, such as, 'yours', 'mine'.

Look out for: Do they get upset by certain sounds? smells? tastes? In the setting? Are they worried, sad or angry for much of the time?



I come in with support of a familiar/favourite object or toys.



Using the potty/toilet:
I know when my nappy is wet or soiled
I know when I am weeing
I fidget or hide to wee.
I ask/go to the potty/toilet.



I want to play with others.



N BASELINE



I choose what to play with.



I access some areas of the setting with adult support.



I have an awareness of differences between people, e.g. by showing interest in differences in gender, ethnicity and ability.