

End Point	Success Criteria	Progression of skills	Resources/Context
<p>N1- Understands and cooperates with basic boundaries Shows awareness of their own and others feelings and is beginning to develop relationships with others.</p> <p>N2 Uses the environment with confidence, following established rules and routines. Forms positive relationships with adults and children and can regulate their own feelings and behaviour.</p> <p>Future learning Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for chosen activities. They say when they do or don't need help. 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 class or group, and understand and follow the rules. They adjust behaviour to different situations, and take changes of routine in their stride. They play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and children.</p>	<p>I am beginning to understand that there are basic rules I need to follow. I am beginning to play with other children. I am forming relationships with the adults in the classroom.</p> <p>I can use resources independently making my own choices and decisions. I can play with other children and am beginning to understand how to be a good friend. I respond appropriately to the adults in the classroom and know and follow the class "Golden Rules"</p>	<p>Engages in solitary play Shows preference for certain toys Engages in simple give and take games with an adult. Is frustrated if needs aren't met immediately. Begins parallel play Can express simple emotions. Enjoys being around others Shows awareness of simple routines Engages in parallel play frequently. Begins to play imaginatively. Becomes less dependent if one familiar adult. Begins to be able to wait Begins to engage other children in play. Begins to share, with support. Makes simple decisions about what and who to play with. Enjoys group activities. Enjoys re-enacting experiences Shows concern for others. Understands basic rules. Independent and sometimes help. Plays co-operatively with others and can sometimes take turns More imaginative play developing. Looks after and cares for younger children. Can talk about rules and boundaries. Will help a friend if upset</p>	<p>Continuous provision Adult modelling Adult interaction during play Introduction of simple routines. Images in the provision Floor Books Golden Rule Books Group time Use and application of appropriate conflict resolution strategies. Modelling of Co-operative play Lanyard images Language for learning in the provision Adults expressing and dealing with feelings and emotions appropriately. Story time Role play</p>