



Personal, Social and Emotional Development Branch Map

Self-care and independence	Relationships and others	Feelings, behaviours and morals
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Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
Expresses discomfort, hunger and thirst	Anticipates food routines with interest	Moves a spoon towards mouth and sucks it	Grasps a loaded spoon and brings it to mouth	Communicates need for food or drink when hungry or thirsty	Pierces food with a fork	With some support, cuts soft foods with a knife	Cuts soft foods with a knife	Uses a sawing action to cut harder foods, uses a knife to spread successfully	Understands importance of maintaining personal hygiene
				- Across the school - In the community		- Controls knife - Controls fork			
Opens mouth when prompted to help with feeding and drinking	Starts to show engagement with feeding and drinking	Grasps finger foods and brings them to mouth	Can hold a cup independently and tip towards their mouth	Scoops food using a spoon to feed self	Holds two pieces of cutlery while eating	Uses one piece of cutlery to push food on to a spoon or fork	Uses a knife and fork in combination	Pours a drink from a jug confidently with no spilling	Knows rules for keeping safe
	- Opens mouth for spoon - Rests hand on cup								- Basic road safety - People who keep them safe
Tolerates being dressed	Assists with dressing by allowing body movements	Holds own bottle or cup	Can pull off simple items of clothing that require a single action (socks, hat, scarf etc)	Holds cup with two hands, drinking with minimal spilling	Drinks well, without spilling	Eats from a bowl or plate with minimal mess	Follows hygiene routines without support	Is aware of good hygiene around food preparation and meals	Knows the names for the main parts of the body
							- In school - In the community		
Tolerates nappy changing	Tolerates face being washed	Able to communicate their choice of food from a selection	Opens and closes Velcro fastenings	Willing to try new food textures and tastes	Follows hygiene routines with support	Assists in laying table	Can spread with a knife with some support	Puts on more complex clothing items e.g. swim costume, leggings, gloves	Starts to form a mutual friendship with another child
					- In school - In the community				
Can be comforted by close contact with familiar adults	Responds when talked to.	Removes shoes and socks when unfastened	Pushes legs through trousers	Pulls down zips on clothing	Helps to put items of clothing on the correct body parts	With prompting, attempts to turn clothes the right way round	Consistently put clothes on the right way round	Regularly uses the toilet during the day, but may still need reminding to go	To identify and respect the differences and similarities between people
	- Responds to name - Listens to a familiar adult speaking					- Front and back		- In school - In the community	
Turns attention towards familiar or preferred adults	Recognises main carer, responds to close contact with familiar or preferred adult	Pushes arms through sleeves	Engages with teeth brushing	Pulls an item of clothing over head	Unfastens large buttons	Does up the zip on a coat. Can fasten large buttons	Can use more complex fastenings – hooks, small buttons and drawstrings	Consistently washes hands after using the toilet without adult prompt	To listen to other people, and play and work cooperatively
- Stills - Listens to voice - Gazes at face								- In school - In the community	
Shows enjoyment of physical play with adults	Shows pleasure at being tickled and other physical interactions	Cooperates with nappy changing	Engages with washing and drying hands	Sits on a toilet and uses occasionally	Puts on a coat	Can put on loose items of clothing independently	Gains more bladder and bowel control and can toilet by themselves	Attempts to brush top and bottom teeth	Develop relationships through work and play e.g. sharing equipment
- Tickles - Being rocked	- During social games - During social songs			- In school - In the community			- In school - In the community		
Seeks physical and emotional comfort from trusted adults	Shows an awareness of their reflection when looking in a mirror	Tolerates gum stimulation and teeth cleaning	Shared attention	Starting to complete aspects of hand washing routine with adult support	Shows some awareness of bladder and bowel urges	Clearly communicates their need for the toilet	Can wash and dry hands independently most of the time	Washes and dries own face adequately	Takes steps to resolve conflicts with other children
						- In school - In the community			- In school - In the community
	Shows a range of emotions such as pleasure, fear and excitement	Engages with social games and songs	Interacts with new people appropriately when supported by an adult	Copies a range of actions displayed by adults	During hand washing, rubs hands together with soap and puts under a tap to rinse	Can turn taps on and off independently	Remembers to wash hands before a meal the majority of the time	Attends to an adult led activity they enjoy for more than ten minutes	Asks for help
			- In school - In the community - With other children	- In familiar routines - In new activities - In play					
	Responds emotionally to other people's emotions	Tries to find a familiar adult when distressed or frightened for reassurance	Begins to engage in pretend play.	Plays alongside others, sometimes sharing resources	Starting to put toothbrush into mouth independently	Can clean teeth effectively with adult supervision	Starts to clean teeth independently	Can take on a variety of roles during imaginative play	Recognise how their behaviour affects other people
			- In structured routines - In play					- In school - In the community	
		Initiates social interaction and uses a range of strategies to maintain the attention of an adult	Builds relationships with special peers.	Acts out a simple routine in pretend play for example doll play	Attempts to wash face with support	Shows affection and concern for people who are special to them	Initiates play, offering cues to peers to join them	Initiates conversations, attends to and takes account of what others say	Knows own likes/dislikes and how to make real informed choices
		- Voice - Gesture - Eye contact - Facial expression		- In structured routines - In play		- Adults - Children		- In school - In the community	
		Repeats an action which is positively received by others	Interacts with new people appropriately when supported by a familiar adult.	Happily shares new experiences with a number of adults	Clearly communicates wet or soiled nappy or pants	Seeks out others to share experiences	Interacts with new people appropriately, following simple social rules	Compromises during play activities	Describe feelings to others and has strategies for managing feelings
			- In school - In the community - With other children	- In school - In the community		- Adults - Children	- In school - In the community - With other children	- In school - In the community	
		Uses self-calming techniques e.g.: chewy, sucking thumb, sensory activities	Begins to engage in pretend play	Engages another person to help achieve a goal e.g. To get an object that is out of reach.	Plays cooperatively with a familiar adult. E.g. rolling a ball back and forth	Takes part in a turn taking game with adults for a sustained period	Shows awareness of when help is required by others and sometimes tries to assist	Will work as part of a group or class, taking turns	Recognises the difference between right and wrong, fair and unfair
			- In structured routines - In play e.g. hugs and kisses teddy			- In structured routines - In play	- Adults - Children		
		Repeats actions they anticipate will result in a response from another		Shows an interest in the activities of others	Interacts with new people appropriately with some prompting from an adult	Takes part in pretend play that involves other children	Keeps play going by responding to what others are saying or doing	Can describe self in positive terms and talk about abilities	
		- In familiar routine - In new activities		- In school - In the community - In play - Other adults/children	- In school - In the community - With other children	- In structured routines - In play	- Adults - Children		
		Is able to give an object to an adult when an activity has finished		Can be encouraged to try new activities using a new and next approach	Demonstrates sense of self as an individual. E.g. wants to do things independently	Engages in self led play for up to 20 minutes	Plays imaginatively with small world toys	Can resolve a conflict with the support of an adult	
				- In school - In the community			- In structured routines - In play		
				Can be distracted by a new activity when distressed the majority of the time	Briefly takes part in turn taking activities with another child with adult support	Expresses own preferences and interests	Shows confidence in asking adults for help.	Discusses the emotions of characters in stories	
				- In school - In the community	- In structured routines - In play		- In school - In the community		
				Communicates activities or experiences that they do not like through avoidance	Can show a caring nature towards other children	Is aware that some actions can hurt or harm others	Can play in a group, extending and elaborating play ideas	Can usually adapt behaviour to different events, social situations and changes in routine	
					- In school - In the community				
					Can select and use activities and resources with help	Can express their own feelings such as sad, happy, scared and worried	Growing ability to distract self when upset	Aware of behavioural expectations in the setting	
								- In school - In the community	
					Cooperates with the responsibility of carrying out small jobs	Responds to the feelings and wishes of others	Picks up on the behaviour/mood of other people and respond appropriately	Beginning to negotiate and solve problems without aggression e.g. when someone has taken toy	
					- Self-chosen jobs - Adult initiated jobs		- Adults - Other children		
					Imitates the actions of other children at play	Shows understanding and cooperates with some boundaries and routines	Has an understanding of the reasons for some feelings.	Can give reasons for their feelings	
					- In school - In the community - In play	- In school - In the community	- Happy - Sad	- Excited - Angry - Scared	
					Can wait for short periods in order to have needs met	Understand that some things are shared and some belong to someone else	Can inhibit their own behaviours e.g. Stop themselves from doing something they shouldn't		
					- In school - In the community		- In school - In the community		
					Begins to understand some boundaries in familiar routines				
					- In school - In the community				
					Begins to learn that some things are theirs				
					Is compliant in requests when taking part in motivating activities				
					- In school - In the community				

If you have any questions or comments, please email us: customer.service@eyfs.info

