

SELF-REGULATION PROGRESSION FROM 2 YEARS TO 5 YEARS (RECEPTION ELG)

Progression in Self-regulation	2 years old	3 years old	4 years old	5 years old (ELG)
Goals and rules	-Understand basic rules around behaviours and emotions (e.g., "no hitting"). -Beginning to be taught simple social rules like "we don't hit" or "use words when you're upset." <i>Children are learning to regulate their behaviour by using cues from their caregivers (e.g., being gently redirected away from a frustrating situation) Children are beginning to recognise and follow simple boundaries and routines, such as knowing when and where certain behaviours are appropriate.</i>	-Children increasingly understanding and following rules. -Children expressing what went wrong with adult prompts e.g. "What happened? How can we fix it?" -Children following problem-solving steps with adult guidance: "You are upset so next, we can use our words instead of hitting." <i>Children start to use words and strategies to solve problems or express frustration, showing the ability to calm themselves and work through issues independently.</i>	-Use simple language to talk about patience: "We have to wait our turn" or "It's not time for this now, let's do something else." - Children listening to and following rules with independence. -Children responding positively to praise through actions and words. <i>Children start to develop impulse control, for example, by waiting their turn in games or refraining from interrupting conversations. Children respond positively to praise and reinforcement, which encourages them to use self-regulation strategies independently in future situations.</i>	-Children coming up with solutions to simple problems: "If you both want the same toy, we can take it in turns?" -Children asking for adult help when they need it. -Children resolving problems with words rather than actions and supporting others to do this. -Children showing an understanding of rules and routines and respecting each other's feelings. ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Feelings and Emotion Recognition	-Label basic emotions (happy, sad, mad) using simple words and facial expressions. -Model emotions by saying, "I can see you're feeling sad. It's	-Continue labelling emotions but introducing more complex feelings (e.g., frustrated, disappointed, excited).	-Children further exploring how other children and adults might be feeling.	-Children understanding you can feel more than one emotion e.g. excited but nervous. -Children expressing how they feel using a range of emotions

	okay to feel sad, but let's try to use words." - Learn simple strategies to manage strong emotions and remembering calming methods such as hugging a favourite toy, breathing deeply, or sitting quietly for a short time with adult support and guidance. <i>Children are beginning to understand that their feelings can be expressed through facial expressions and words, such as "I'm happy" or "I feel sad."</i> <i>Children use comfort objects and familiar routines to soothe themselves, for example, cuddling a soft toy or snuggling in a quiet space.</i>	- Children answering when adults ask how they feel: "How do you feel when that happens?" -Children using regulation techniques like deep breathing, taking themselves into the calm-down corner or asking for a hug with continued adult guidance. <i>Children show increasing awareness of their own and others' emotions, beginning to express a wider range of feelings such as frustration or excitement. Children are learning to regulate their emotions by using strategies like counting, taking deep breaths, or seeking comfort from a caregiver.</i>	-Children being more caring by comforting others or sharing. -Children expressing their feelings and giving a reason e.g. I am sad because I didn't get any fruit. -Children managing their feelings and emotions using a range of strategies, although they may still need occasional adult support. <i>Children begin to show empathy for others and express concern when someone is upset, using simple words like "Are you okay?" and 'How can I fix it?'" Children can now use simple strategies (e.g., counting, asking for help, or taking a deep breath) to manage their feelings of frustration or excitement.</i>	and also how others feel and how the behaviour they are displaying can have positive and negative repercussions. -Children using a toolkit of ideas on how to calm down when they need to including having alone time. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Attention	- Beginning to focus attention on activities for short periods of time and gradually learn to shift between tasks with adult support. <i>Children are learning to focus attention on an activity for more than a brief period and begin to shift between tasks with support.</i>	-Focusing their attention on an activity or task for a longer period. -Beginning to follow simple instructions with less guidance from adults. <i>Children are increasingly able to focus attention on an activity for longer periods and can follow simple</i>	-Children developing their concentrate on self-chosen activities for extended periods, showing sustained attention and not being easily distracted. -Children articulating their thoughts and feelings, engaging in discussions, and using	-Children can maintain focus on a task or activity for a specified period, even when distractions are present. -Children responding to teacher instructions promptly and appropriately.

		<i>instructions which have been previously modelled by an adult.</i>	language to express their point of view. <i>Children developing the ability to regulate emotions and behaviours is crucial. This includes controlling impulses, following rules, and adapting to different situations.</i>	-Children can show active listening by making eye contact and nodding or repeating key points, even when already engaged with a task. -Children can follow one-step, two-step, and multi-step instructions accurately (e.g., "Pick up the blocks, then put them in the box"). -Children can demonstrate understanding by asking questions or repeating instructions when needed. ELG: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
--	--	---	--	--