

EYFS Personal, Social and Emotional Development Milestones

	Milestone 1 (end of Autumn 1)	Milestone 2 (end of Spring 1)	Milestone 3 (end of year)
Becoming Me	<ul style="list-style-type: none"> • Is beginning to use language rather than physical outbursts to express themselves • Is beginning to use appropriate behaviour for different settings e.g indoor voices • Can name some basic feelings e.g. happy, sad, angry, scared • Identifies basic character virtues e.g. kindness • Uses the toilet independently 	<ul style="list-style-type: none"> • Is becoming more confident and self-assured • Enjoys dramatic play • Can cope with delays in having needs met • Demonstrates some persistence and some emotional control • Is able to identify basic character virtues and opportunities to use them • Follows basic hygiene rules 	<ul style="list-style-type: none"> • Is able to complete tasks • Identifies more complex feelings and begins to recognise them in others • Has a stable view of themselves • Demonstrates some basic character virtues • Manages own needs • Takes responsibility for washing, dressing and using the toilet independently
Becoming a Friend	<ul style="list-style-type: none"> • Takes turns and shares (not consistently) • Seeks the approval of an adult • Enjoys make believe play • Has a set of feelings about themselves • How they feel about themselves is influenced by their relationships with people around them 	<ul style="list-style-type: none"> • Is sociable and enjoys silly talk • May have a best friend • Plays with a group • Has a stable self concept • Is beginning to identify what makes them special 	<ul style="list-style-type: none"> • Is developing a sense of social rules • Prefers games of rivalry • Enjoys cooperative play, often relying on an adult to sort out conflicts • Shows sensitivity to the needs of others • Much of their personality is established • Is beginning to recognise differences between themselves and others
Becoming a Citizen	<ul style="list-style-type: none"> • Is beginning to follow rules. • Takes interest in roles in the home e.g. who makes their meals, who reads their bedtime stories • Can describe their local environment • Knows that money is used to buy things 	<ul style="list-style-type: none"> • Helps to create rules • Takes notice of roles performed by members of their family outside the home • Knows that people earn money by working • Can describe what they like and don't like about their environment 	<ul style="list-style-type: none"> • Follows negotiated rules and uses strategies to manage non compliance. • Takes notice of roles performed outside their family e.g. doctors, firefighters, teachers, police officers. • Knows that to buy things you may have to save up money. • Can describe what might be done to care for their environment.