



Supporting Your 1 - 3 Year Old Child in

Social and Emotional Development

Parent Advice Booklet

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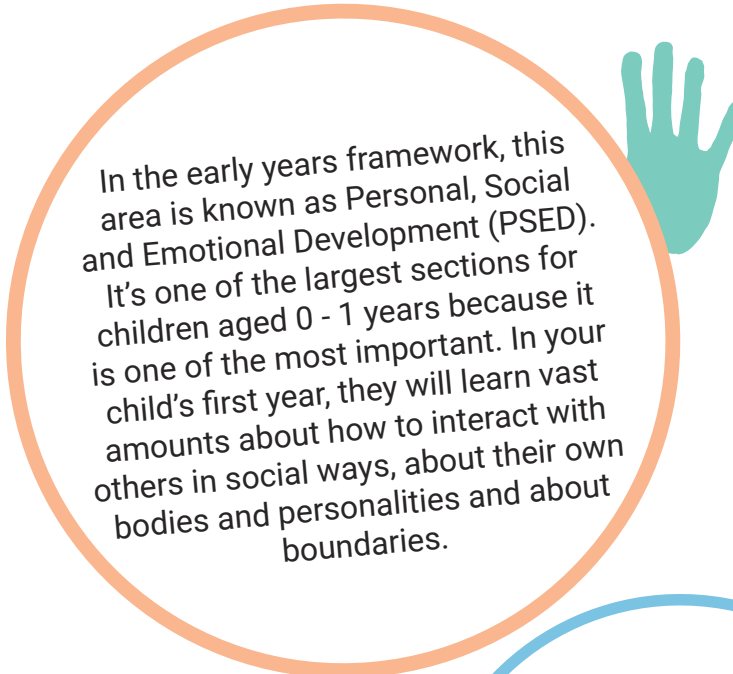
What Is This Guide?

What do we mean by Social and Emotional Development? In the Early Years Foundation Stage framework (known as EYFS), there are some expectations laid out for how children generally develop in the ways they manage their own feelings and behaviours and respond to routines. This guide can help you understand what that development might look like for your child and how you can help them.

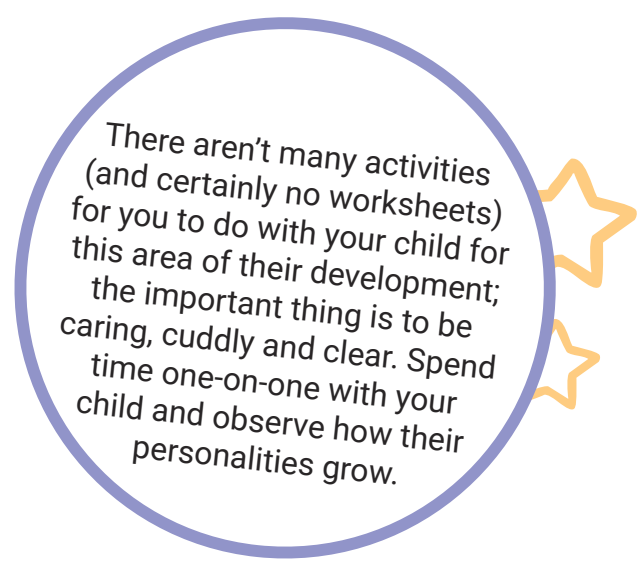
This guide breaks down the EYFS framework into simple sections and statements, providing you with explanations of what Social and Emotional Development might look like for your child at this stage of their learning. Each area has ideas for supporting your child with fun and engaging activities, whether they are responding to the emotions and expressions of others or learning to soothe themselves.

Rather than a list of must-do activities, you can dip in and out of these prompts and ideas based on your child's current interests and appropriate stage of development.

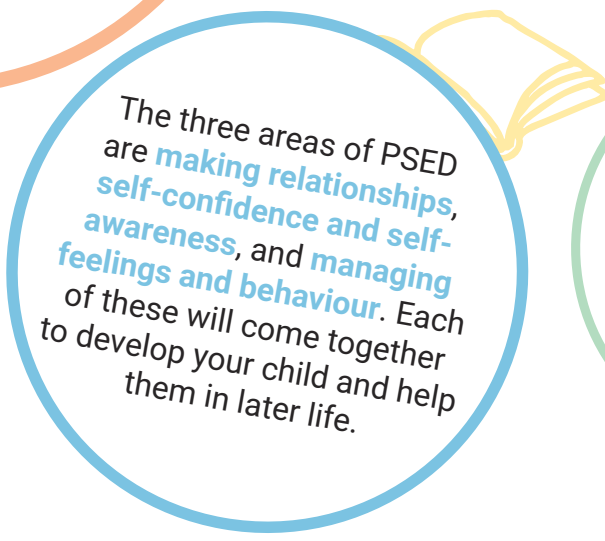
You can visit the **parent section** of the Twinkl site for even more resources to support your child in social and emotional development, as well as all other areas of learning. Either search for keywords used in this guide or explore more in the early years section.



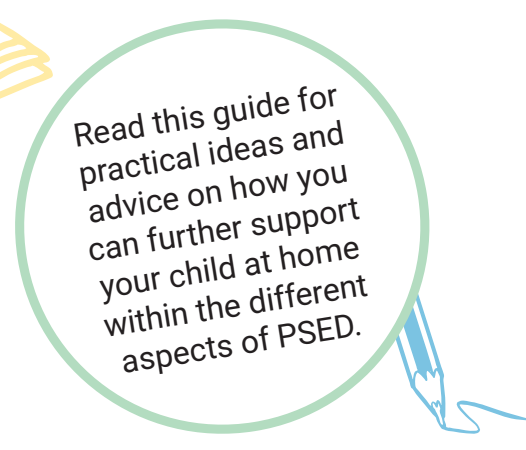
In the early years framework, this area is known as Personal, Social and Emotional Development (PSED). It's one of the largest sections for children aged 0 - 1 years because it is one of the most important. In your child's first year, they will learn vast amounts about how to interact with others in social ways, about their own bodies and personalities and about boundaries.



There aren't many activities (and certainly no worksheets) for you to do with your child for this area of their development; the important thing is to be caring, cuddly and clear. Spend time one-on-one with your child and observe how their personalities grow.



The three areas of PSED are **making relationships**, **self-confidence and self-awareness**, and **managing feelings and behaviour**. Each of these will come together to develop your child and help them in later life.



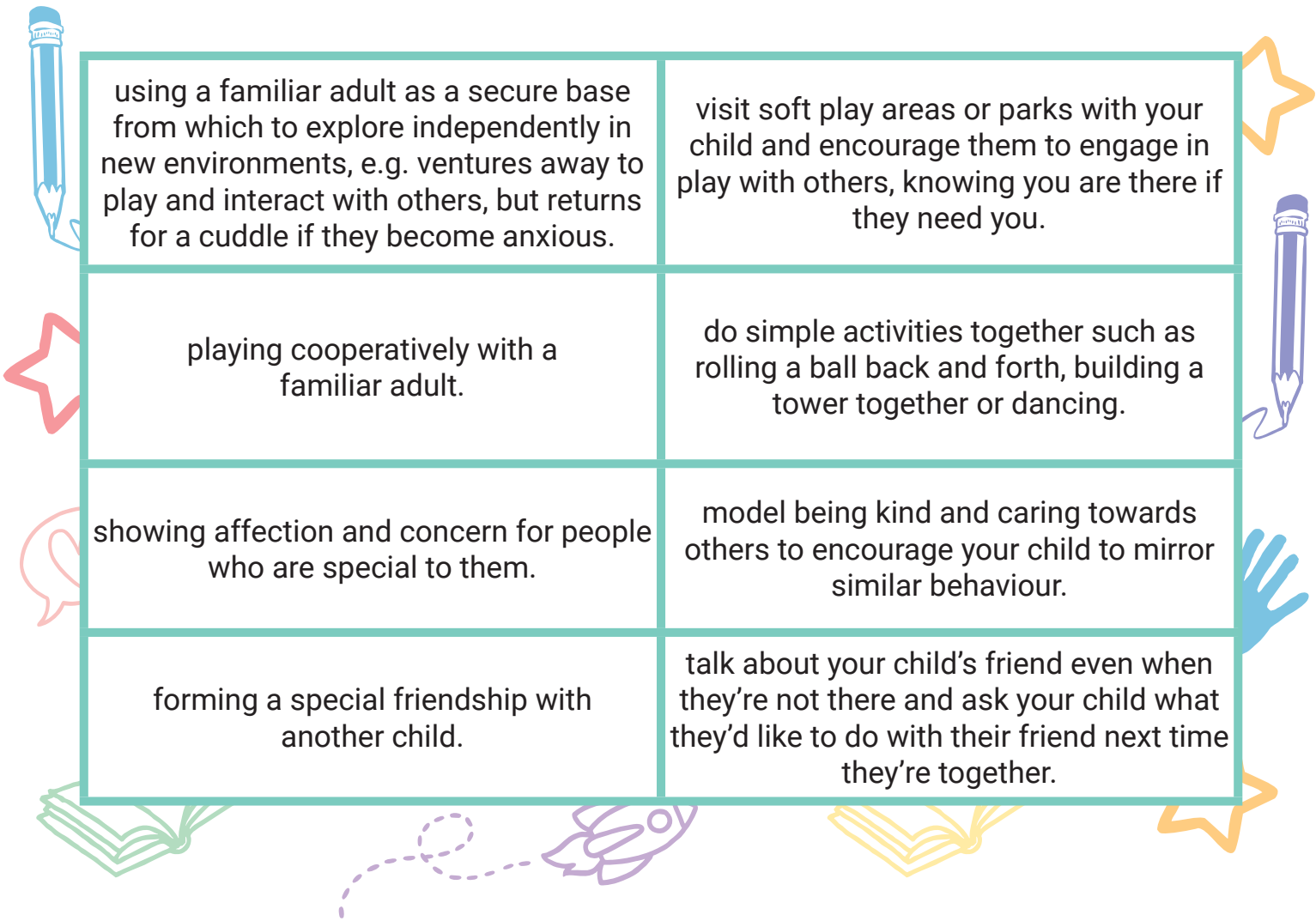
Read this guide for practical ideas and advice on how you can further support your child at home within the different aspects of PSED.

Children develop rapidly in their first five years, more so than any other period of their young life. Although these guides have been divided by age band, we recognise that all children develop at different rates; this guide should not be used as a tick list of exactly what your child should be able to do at this age, but rather as an indicator of what they may be working towards.

Making Relationships

In early childhood, one of the most vital areas of their development will be the forming of strong bonds and relationships. While this may seem like an obvious and natural area to focus on, many parents don't know that it is a prime area of the early years framework, meaning that these social skills come before most other skills. This section covers how your child interacts with others.

At 1 - 3 years old, your child may be working towards...	To support this, you could...
seeking to gain attention in a variety of ways, drawing others into social interaction.	pay attention and respond to your child's noises and movements as they learn to gain your attention.
building relationships with special people.	display and talk about photos of family and other special people.
being wary of unfamiliar people; interacting with others and exploring new situations when supported by a familiar person.	give your baby some transition time to get used to new people; introduce people and interact with them before letting them hold your baby and respond to your baby's feelings where you can.
showing interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.	plan to have times when babies and older siblings or friends can be together, or where they can interact with other children, e.g. libraries or playgroups.
playing alongside others, showing interest in their play and seeking out others to share experiences and join in.	arrange a playdate with similarly-aged friends and provide open-ended activities for them to play near or with each other.



using a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle if they become anxious.	visit soft play areas or parks with your child and encourage them to engage in play with others, knowing you are there if they need you.
playing cooperatively with a familiar adult.	do simple activities together such as rolling a ball back and forth, building a tower together or dancing.
showing affection and concern for people who are special to them.	model being kind and caring towards others to encourage your child to mirror similar behaviour.
forming a special friendship with another child.	talk about your child's friend even when they're not there and ask your child what they'd like to do with their friend next time they're together.

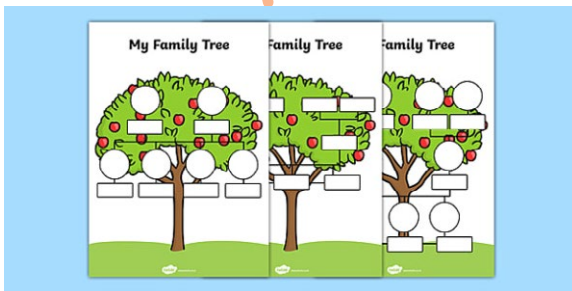
Making Relationships

How is your little one progressing with making relationships?



Good Friend Discussion and Sorting Cards

Playdates are a fun and simple way to get your child socialising with others their own age. Keep the activities simple and let the children have some open-ended and unstructured playtime together without adult input.



Family Tree Activity Sheet

Photo albums can help strengthen your child's bonds with special people, even if they don't see them often. Consider printing out photos of relatives, friends, pets and more and talking about them regularly (you may wish to laminate them to make them more durable).

Have any moments stood out to you as a special memory?

Self-Confidence and Self-Awareness

This area of development is underpinned by your child's growing sense of self. As children learn more about themselves and how they affect others, their confidence grows too.

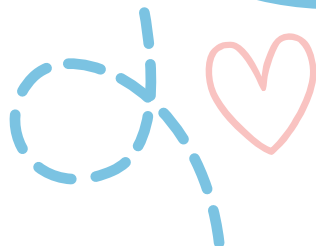
At 1 - 3 years old, your child may be working towards...	To support this, you could...
enjoying finding their own nose, eyes or tummy as part of naming games.	playfully help babies to recognise that they are separate and different from others, e.g. pointing to your own and baby's nose, eyes, fingers or using mirrors to see themselves.
learning that their own voice and actions have effects on others.	give opportunities for your baby to have choice, where possible, e.g. different vegetables and fruits at snack time or different toys.
using pointing with eye gaze to make requests and to share an interest.	follow your baby's lead as they explore their surroundings and people.
engaging another person to help achieve a goal, e.g. to get an object out of reach.	talk to babies about problems they encounter, such as how to get their sock back from where it has fallen; ask whether they can do it or if they might need help.
exploring new toys and environments, but 'checking in' regularly with a familiar adult.	limit the amount or rotate the toys you have during playtime so that your child can regularly explore new and interesting toys independently. Why not play outside or visit somewhere new?
demonstrating a sense of self as an individual, e.g. wanting to do things independently or saying 'no' to an adult.	encourage independence by allowing your child to do more things alone, e.g. putting on their own coat, helping during mealtimes and choosing a bedtime story.
separating from their main carers with support and encouragement from a familiar adult.	give your child plenty of opportunities to interact with other adults (e.g. relatives or friends) to prepare for nursery or school settings.
expressing their own preferences and interests.	encourage your child to talk about their likes and dislikes by making an interests board with pictures of their favourite things (e.g. characters or topics).

Self-Confidence and Self-Awareness

How is your little one progressing with self-confidence and self-awareness?



We Are All Different eBook

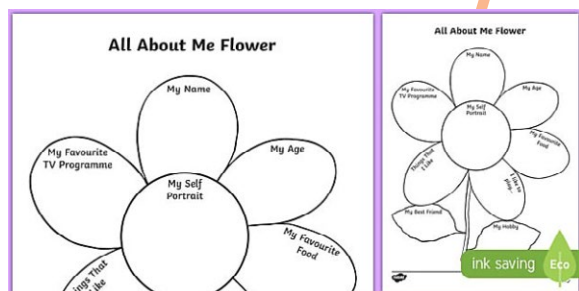


Practising independence can be made fun with pretend play; why not practise putting on clothes with a costume? Your child could also brush their toy's teeth or choose their favourite food in a play kitchen.

Encourage your child in their interests with a day that includes themed clothes, food and activities. Do they have a favourite character from a book, TV show or film? Do they like a certain topic, such as dinosaurs, fairies or pirates?



Have any moments stood out to you as a special memory?



All About Me Flower Writing Template

Managing Feelings and Behaviour

Emotional wellbeing is an important aspect of childhood development; the emotional skills your child learns in their early years will shape the person they become. These skills range from empathy (responding to others' facial expressions or feelings) to being able to soothe themselves when upset. These areas can of course be worked on, but most will develop naturally as your little one learns.

At 1 - 3 years old, your child may be working towards...

To support this, you could...

using a familiar adult to share feelings (such as excitement or pleasure) and for 'emotional refuelling' when feeling tired, stressed or frustrated.

be close by and provide a secure presence and a refuge at times when your child may be feeling anxious.

growing the ability to soothe themselves, e.g. may like to use a comfort object.

use a comfort object (e.g. dummy, blanket, teddy) where needed.

cooperating with caregiving experiences, e.g. dressing.

praise your baby when they're cooperative during routines like nappy changes, bath time or mealtimes.

beginning to understand 'yes', 'no' and some boundaries.

give your baby clear, simple and consistent boundaries and be prepared to repeat as needed.

showing an awareness of others' feelings, e.g. looking concerned if they hear crying or looking excited if they hear a familiar happy voice.

regularly narrate other's feelings and describe the link between a person's expression and the emotion they feel, e.g. "Your friend is crying - I think she feels sad."

having a sense of will and determination that may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.

recognise that tantrums are a natural part of child development at this age and that it's a sign of growing confidence and interests.

responding to a few appropriate boundaries, with encouragement and support.

ensure there are some boundaries and routines in place at home so that your child develops a greater understanding of behavioural expectations.

learning that some things are theirs, some things are shared and some things belong to other people.	play cooperative games that encourage taking turns; during mealtimes, be clear about what is theirs and what is others, e.g. "This is mummy's dinner."
seeking comfort from familiar adults when needed.	listen and respond to your child's feelings of distress or discomfort, remembering that they're developing their emotional awareness.
expressing their own feelings such as sad, happy, cross, scared, worried.	narrate when you, they or others are feeling or expressing emotions to widen your child's vocabulary.
responding to the feelings and wishes of others and trying to help or give comfort when others are distressed; showing an awareness that some actions can hurt or harm others.	model saying sorry and helping others when they're upset in practical ways, e.g. getting an ice pack when hurt or a tissue for an upset friend.
inhibiting their own actions/behaviours, e.g. stopping themselves from doing something they shouldn't do.	give your child the time and space to independently make good and safe choices as they play and explore.
a growing ability to distract themselves when upset.	encourage and praise your child as they engage with a new toy, game or activity when they're distressed; begin moving away from comfort objects such as dummies or teddies as appropriate.

Managing Feelings and Behaviour

How is your little one progressing with their feelings and behaviour?

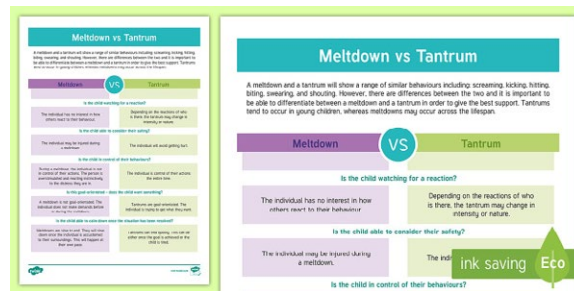


Calm Down Sensory Jar Bottle

Rewards and praise may be useful in managing your child's feelings and behaviour; consider using sticker charts or special activities when your child calms themselves down or completes a difficult or new scenario with emotional stability.

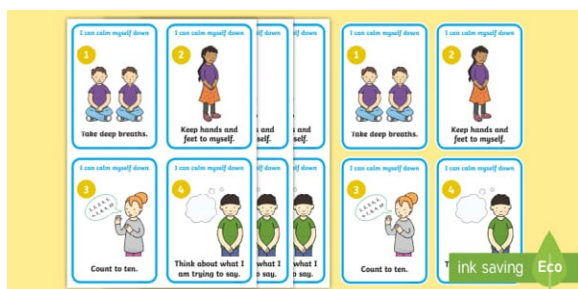


Prepare your child to emotionally manage big changes by playing pretend. Are you moving home? Pretend to pack up belongings and move them from one place to the other. Will you be getting a pet? Use a toy to model how to care for and play with it. There are always ways to practise for challenging situations.



Meltdown vs Tantrum Info Sheet

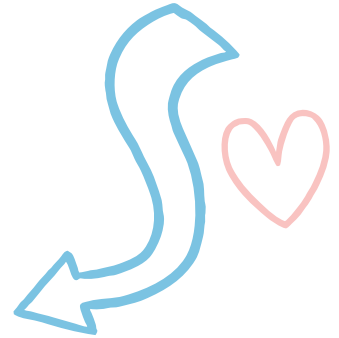
Have any moments stood out to you as a special memory?



'I Can Calm Myself Down' Prompt Cards




Journal nice moments
or record key
dates here:



Stick a photo of your child here:



Explore and Discover More



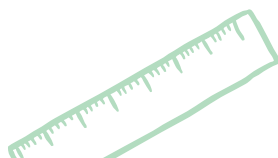

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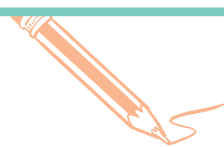

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KIDS' TV



Twinkl Kids' TV is our wonderful YouTube channel dedicated to fun and informative video-style resources full of new and creative activities you can try at home!



Twinkl Originals are engaging stories written to inspire children from EYFS to KS2. Designed to encourage a love of reading and help curriculum-wide learning through accompanying resources.



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ORIGINALS

