

<p>Awareness and Understanding of others</p> <ul style="list-style-type: none"> <li>Shows awareness of others (by turning head, eyes, reaching out)</li> <li>Receptive to the behaviour of others.</li> <li>Mirroring and imitation.</li> <li>Demonstrates cooperation during functional tasks (feeding, PC)</li> <li>Social smiling in response to another person's smile.</li> <li></li> </ul> <p>Play and Socialisation</p> <ul style="list-style-type: none"> <li>Involuntary, reflexive movements begin to turn into more purposeful actions.</li> <li>Gaze follows an engaging stimulus.</li> <li>Growing interest in objects.</li> <li>Explores objects using different senses (putting in mouth, listening to sound.</li> <li>Recognises or gets excited by familiar objects/ toys.</li> <li>Reacts to playful interactions (inc. mirroring and mimicking)</li> <li>Imitating the actions of an adult (such as ringing a bell).</li> </ul>	<p>Awareness and Understanding of others</p> <ul style="list-style-type: none"> <li>Shows an interest in others.</li> <li>Starts to react to the emotions of others.</li> <li>Begins to make sounds and movements which attempt to initiate interactions. Demonstrates that they can influence others using communicative signals e.g. pointing to request others to do something.</li> <li>Stops interacting if the caregiver turns away.</li> <li>Actively makes attempts to re-engage their partner if interaction stops.</li> <li>Engages in intentional interactions with an adult about objects outside the relationship.</li> <li>Shows recognition of other people's names.</li> <li>Responds to audience reactions (repeats behaviours that are applauded or laughed at.</li> <li>Labels others as male or female.</li> <li>Role play different relationships.</li> <li>Copies others and performs actions in a similar way to actions they have seen others perform.</li> <li>Understands that family and friends should care for each other.</li> </ul> <p>Play and Socialisation</p> <ul style="list-style-type: none"> <li>Manipulates objects.</li> <li>Solitary play</li> <li>Enjoys throwing objects to the floor.</li> <li>Joint attention develops so that objects may be the focus of playful interactions (between adult and child).</li> <li>Enjoys games involving object permanence (peek-a-boo, watching an item being hidden and then finding it).</li> <li>Imitates more complex actions of an adult (putting object in a box etc.)</li> <li>Play may involve functional play- making objects do what they are intended for (pouring from a teapot, drinking from a cup, banging a toy hammer)</li> <li>Pretend play- treating dolls and teddies like babies, 'flying' a toy plane etc.)</li> <li>Requires adult intervention to solve conflicts with peers.</li> <li>Says 'please' and 'thank you' independently about 50% of the time.</li> </ul>	<p>Awareness and Understanding of others</p> <ul style="list-style-type: none"> <li>Shows understanding of what others want.</li> <li>Shows a wariness of strangers.</li> <li>Understands that others may not be telling the truth.</li> <li>Reports on others' positive and negative emotions.</li> <li>Attributes emotions to people and objects (dolls etc.)</li> <li>Responds to the feelings of others (e.g. comforts distressed peers etc.)</li> <li>Shows an understanding that their actions can hurt others.</li> <li>Demonstrates an interest in other people's lives and different ways of life.</li> <li>Begins to demonstrate an understanding of 'false beliefs' and how this might affect someone's behaviour.</li> <li>Recognises differences and similarities, comparing themselves with other people.</li> <li>Recognises that altering their behaviour effects what others think about them (inc. apologising will make someone like them more than doing nothing).</li> <li>Celebrates the success of others.</li> </ul> <p>Play and Socialisation</p> <ul style="list-style-type: none"> <li>Manipulative games (such as moving ball around a maze)</li> <li>Takes turns with familiar adult and then a peer.</li> <li>Sharing play items.</li> <li>Uses trial and error when sorting objects (eg. Shapes)</li> <li>Sociodramatic play- role play with a peer.</li> <li>Constructive play- play that involves creating something such as a tower from blocks.</li> <li>Imaginative play- invents people and objects.</li> <li>Rough and tumble play with adults and then peers.</li> <li>Narrative play emerges (re-enact going to the shop, buy food then cook dinner).</li> <li>Conflict resolution skills is improved by a greater understanding of the needs of others.</li> <li>Demonstrates socially appropriate behaviours by using 'please' and 'thank you' appropriately.</li> <li>Demonstrates socially appropriate behaviours by apologising appropriately when necessary.</li> <li>Can leave a situation when prompted to do so when angry.</li> </ul>	<p>Awareness and Understanding of others</p> <ul style="list-style-type: none"> <li>Recognises that others have opinions.</li> <li>Recognises similarities and differences between people, families, communities and cultures.</li> <li>Understand that others may feel one emotion but show another (and may explain why someone might mask their feelings in different situations).</li> <li>Understands that others may feel mixed emotions simultaneously.</li> <li>Peer relationships are strengthened, with social norms within a peer group established (what is acceptable between friends).</li> <li>Identifies when someone is using self-promotion, ingratiation or modesty to influence what others think of them (even if they can't label these specifically).</li> <li>Shows understanding of different types of relationships.</li> <li>Understands more subtle emotions (e.g. guilt, jealousy, loneliness).</li> </ul> <p>Play and Socialisation</p> <ul style="list-style-type: none"> <li>Cooperative play shows appreciation of rules and sharing with up to 8 people. Sense of fairness shown.</li> <li>Play tends to occur away from adult supervision.</li> <li>Chooses whether to play alone or with peer/s.</li> <li>Engages with skill-oriented play activities (sports, card games, board games).</li> <li>May collect things and use them within social interactions.</li> <li>Play moves towards social interaction.</li> <li>May make friends online.</li> </ul>	<p>Awareness and Understanding of others</p> <ul style="list-style-type: none"> <li>Enhanced sensitivity to others' feelings (e.g. brushing over an incident to save someone from embarrassment).</li> <li>Demonstrates respect and understanding of people who live differently from themselves.</li> <li>Understands that a range of characteristics (inc. culture, ethnicity, religion, sexuality) may influence behaviour and lifestyle choice.</li> <li>Knows that they have things in common with others, even when they differ in identity (e.g. cultural or national identity).</li> <li>Shows an understanding of the complexities of others' emotions in real-life and fiction (films/ books).</li> <li>Understands that different people have different expectations and standards of themselves and others.</li> <li>Understands the complexities of gender identity (e.g. men can be emotionally sensitive and still be masculine).</li> </ul> <p>Play and socialisation</p> <ul style="list-style-type: none"> <li>Often socially contextualised- oriented around leisure activity with peers.</li> <li>Decline in playing games in favour of social experiences including hanging out, sports or talking.</li> <li>Greater understanding of preferences and ability to choose (as well as popularity of computer games) results in more solitary play.</li> </ul>