

Paddington Station Preschool

Social-Emotional Learning Scope and Sequence

	Two-year-olds	Three-year-olds	Four-year-olds (Pre-K)	Kindergarten
General Observations ¹	Social and emotional development includes learning routines and transitions, separating from caregivers, and continuing to establish trust in other adults. Two-year-olds are progressing toward the identification of emotions and the development of peer relationships. They begin to learn appropriate conflict resolution as modeled by an adult.	Social and emotional development continues to include the identification of emotions and the establishment of peer relationships. Three-year-olds are progressing toward the development of empathy, processing verbal and nonverbal social cues, and implementing appropriate conflict resolution.	Social and emotional development includes establishing empathy, processing verbal and nonverbal social cues, and the implementation of appropriate conflict resolution. Four-year-olds are progressing toward independent verbal conflict resolution. This age group understands that they are all caring and contributing members of a classroom community.	Social and emotional development includes independent verbal conflict resolution and acting as contributing members of a classroom community. Kindergartners are progressing toward the application of collaborative skills to other domains of learning.
Core Competencies ²	Two-year-olds may: ³	Three-year-olds may:	Four-year-olds may:	Kindergartners may:
<input type="checkbox"/> Self-Awareness <ul style="list-style-type: none"> ● Identifying emotions ● Accurate self-perception ● Recognizing strengths ● Self-confidence ● Self-efficacy 	<p>Express emotions</p> <ul style="list-style-type: none"> ● Express a variety of emotions through facial expressions, gestures, or words ● Express frustration through tantrums ● Demonstrate awareness of own feelings by beginning to use words or dramatic play to express them to others <p>Begin to identify self in relation to others</p> <ul style="list-style-type: none"> ● Begin to indicate own feelings, needs, and interests ● Recognize own name and image in mirror or photograph ● Notice how people are the same and different 	<p>Identify and express emotions</p> <ul style="list-style-type: none"> ● Begin to be able to recognize and label emotions such as sad, mad, and glad ● Begin to identify emotions in photographs of facial expressions ● Begin to express emotions appropriately ● Begin to act out powerful emotions through dramatic play ● Listen to books about emotions and begin to discuss with adults and peers <p>Identify self in relation to others</p> <ul style="list-style-type: none"> ● Begin to identify personal characteristics, preferences, and thoughts 	<p>Identify and express emotions</p> <ul style="list-style-type: none"> ● Recognize and label complex emotions ● Identify complex emotions in photographs ● Learning to express emotions through language ● Act out powerful emotions through dramatic play ● Begin to create drawings, paintings, or other art about emotions ● Listen to and discuss books about emotions with adults and peers ● Begin to reflect on personal experiences that evoked strong emotions <p>Identify self in relation to others</p>	<p>Identify and express emotions</p> <ul style="list-style-type: none"> ● Recognize and label complex emotions ● Learning to express emotions through language ● Create drawings, paintings, or other art about emotions ● Like to sing, dance, and act ● Listen to and discuss books about emotions ● Respond to situations in stories that evoke emotions ● Reflect on personal experiences that evoked strong emotions <p>Identify self in relation to others</p> <ul style="list-style-type: none"> ● Identify personal characteristics, preferences, and thoughts

¹ From Paddington Station Preschool Curriculum Scope and Sequence

² From the Collaborative for Academic, Social, and Emotional Learning (casel.org)

³ Adapted from the Colorado Early Learning and Development Guidelines

	<p>Show understanding of own abilities and begin to refer to them</p> <ul style="list-style-type: none"> • Begins to see self as capable of helping/addressing needs <p>Take care of own needs appropriately</p> <ul style="list-style-type: none"> • Seek to do things for self • Try to wash hands or zip jacket 	<ul style="list-style-type: none"> • Identify likes and dislikes • Understands idea of “mine” and “his”/”hers” <p>Show understanding of own abilities and begin to refer to them</p> <ul style="list-style-type: none"> • Begin to show confidence in the capacity to accomplish tasks and take on new tasks • Begin to demonstrate independence in making decisions about activities and materials <p>Take care of own needs appropriately</p> <ul style="list-style-type: none"> • Begin to demonstrate confidence in caring for self in a range of activities, routines, and tasks • Begin to dress/undress self and to express toilet needs 	<ul style="list-style-type: none"> • Identify personal characteristics, preferences, and thoughts • Talk about favorite things, people, or places <p>Show understanding of own abilities and refer to them</p> <ul style="list-style-type: none"> • Show pride in the capacity to accomplish tasks and take on new tasks • Demonstrate independence in making decisions about activities and materials <p>Take care of own needs appropriately</p> <ul style="list-style-type: none"> • Demonstrate confidence in meeting own needs in a range of activities, routines, and tasks • Take responsibility for own well-being by caring for self and belongings 	<ul style="list-style-type: none"> • Want to be like friends • Be aware of gender <p>Show understanding of own abilities and refer to them</p> <ul style="list-style-type: none"> • Show pride in the capacity to accomplish tasks and take on new tasks • Experiment with new materials and activities without fear of making mistakes • Demonstrate independence in making decisions about activities and materials • Participate in planning activities <p>Take care of own needs appropriately</p> <ul style="list-style-type: none"> • Often takes responsibility for own well-being by caring for self and belongings • Demonstrate confidence in caring for self in a range of activities, routines, and tasks • Show increasing independence
<p><input type="checkbox"/> Self-Management</p> <ul style="list-style-type: none"> • Impulse control • Stress management • Self-discipline • Self-motivation • Goal-setting • Organizational skills 	<p>Sometimes exercise voluntary control over actions and emotional expressions</p> <ul style="list-style-type: none"> • Handle transitions better when prepared ahead of time • Begin to use words and dramatic play to describe, understand, and control impulses and feelings • Begins to test boundaries (might look like showing defiance), such as doing something after being told not to <p>Manage feelings and emotional responses</p> <ul style="list-style-type: none"> • Comfort self by seeking special 	<p>Handle impulses and behavior</p> <ul style="list-style-type: none"> • Begin to refrain from disruptive, aggressive, or boundary-testing behaviors with adult support <p>Manage feelings</p> <ul style="list-style-type: none"> • Begin to look at a situation differently or delay gratification • Begin to be able to calm self after exciting activities <p>Follow limits and expectations</p> <ul style="list-style-type: none"> • Manage classroom rules, routines, and transitions with occasional reminders 	<p>Handle impulses and behavior</p> <ul style="list-style-type: none"> • Beginning to handle strong emotions in a safe and productive way (with minimal adult support) <p>Manage feelings</p> <ul style="list-style-type: none"> • Often be able to delay gratification • Expresses likes and dislikes • Able to calm self after upsetting or exciting experiences <p>Follow limits and expectations</p> <ul style="list-style-type: none"> • Follow class rules, routines, and transitions with few reminders 	<p>Handle impulses and behavior</p> <ul style="list-style-type: none"> • Beginning to handle strong emotions in a safe and productive way (with minimal adult support) <p>Manage feelings</p> <ul style="list-style-type: none"> • Often be able to control strong emotions appropriately <p>Follow limits and expectations</p> <ul style="list-style-type: none"> • Can apply class rules in new but similar situations • Agree to rules more easily <p>Self-discipline and self-motivation</p>

	<p>person or object</p> <ul style="list-style-type: none"> ● Begin to anticipate need for comfort to prepare for changes in routine ● Have self-comforting behaviors to use in various situations <p>Follow limits and expectations</p> <ul style="list-style-type: none"> ● Accept redirection from adults ● Follow simple instructions 	<ul style="list-style-type: none"> ● Often follow familiar directions, such as cleaning up toys or coming to the table ● Begin to follow directions with 2 or 3 steps ● May get upset with major changes to routines <p>Self-discipline and self-motivation</p> <ul style="list-style-type: none"> ● Express interest in things around them, such as people, toys, and food ● Shift attention between tasks with some direction from adults and with little difficulty ● Stay with an activity that interests them for 5 minutes 	<p>Self-discipline and self-motivation</p> <ul style="list-style-type: none"> ● Express interest in things around them ● Enjoy doing new activities ● Shift attention between tasks with minimal direction from adults and with little difficulty ● Stay with an activity that interests them for at least 10 minutes 	<ul style="list-style-type: none"> ● Shift attention between tasks without adult support ● Show more independence ● Stay with an activity that interests them for at least 15 minutes
<p><input type="checkbox"/> Social Awareness</p> <ul style="list-style-type: none"> ● Perspective-taking ● Empathy: the developing ability to share in the emotional experiences of others ● Appreciating diversity ● Respect for others 	<p>Respond to emotional cues</p> <ul style="list-style-type: none"> ● React to other people's emotional expressions ● Hug a crying peer <p>Balance needs and rights of self and others</p> <ul style="list-style-type: none"> ● Respond appropriately to others' expressions of wants ● Displays curiosity in observing the behavior of others ● Recognize self can make a difference (citizenship) 	<p>Respond to emotional cues and begin to express empathy</p> <ul style="list-style-type: none"> ● Begin to recognize and label others' emotions ● Demonstrate concerns about other people's feelings <p>Balance needs and rights of self and others</p> <ul style="list-style-type: none"> ● Begin to use socially appropriate behavior and language with adults and peers ● Take turns and begin to let others know when you would like a turn ● Share materials when prompted ● Recognize self can make a difference (citizenship) 	<p>Respond to emotional cues</p> <ul style="list-style-type: none"> ● Identify basic emotional reactions of others and their causes ● Express sympathy to peers <p>Balance needs and rights of self and others</p> <ul style="list-style-type: none"> ● Use socially appropriate behavior with adults and peers ● Initiate sharing of materials ● Cooperate with others with adult support ● Recognize self can make a difference (citizenship) <p>Begin to recognize how actions affect others</p> <ul style="list-style-type: none"> ● Begin to want to please friends ● Begin to accept consequences of actions 	<p>Respond to emotional cues</p> <ul style="list-style-type: none"> ● Express sympathy and empathy to peers ● Recognize that other people might have different emotional reactions to a situation <p>Balance needs and rights of self and others</p> <ul style="list-style-type: none"> ● Use socially appropriate behavior with adults and peers ● Share ideas and materials in socially acceptable ways ● Cooperate with others ● Recognize self can make a difference (citizenship) <p>Recognize how actions affect others</p> <ul style="list-style-type: none"> ● Want to please friends ● Accept consequences of actions
<p><input type="checkbox"/> Relationship Skills</p> <ul style="list-style-type: none"> ● Communication 	<p>Form relationships with certain adults who provide consistent nurturing</p> <ul style="list-style-type: none"> ● Use a trusted adult as secure base 	<p>Establish secure relationships with adults</p> <ul style="list-style-type: none"> ● Engage with trusted adults 	<p>Establish secure relationships with adults</p> <ul style="list-style-type: none"> ● Manage separations without distress 	<p>Establish secure relationships with adults</p> <ul style="list-style-type: none"> ● Engage with trusted adults in mutual

<ul style="list-style-type: none"> ● Social engagement ● Relationship-building ● Teamwork ● Learning about one's self in relation to others 	<p>for exploration</p> <ul style="list-style-type: none"> ● Seek special adult when distressed ● Begin to manage separations without distress ● Begin to develop the ability to respond to and engage with adults ● Interact with adults to attempt to solve problems or share experiences ● Interact during mealtimes <p>Interact with peers</p> <ul style="list-style-type: none"> ● Play near other children ● Watch other children and copy what they do ● Use similar materials or actions ● Use gestures and/or language to indicate a desire to play <p>Begin to develop friendships with peers</p> <ul style="list-style-type: none"> ● Express interest in playing with a particular child ● Show pleasure when seeing a friend ● Express sadness when a favorite friend is not at school 	<ul style="list-style-type: none"> ● Manage separations with minimal distress ● Enjoy helping adults with simple household tasks ● Often look at adults when speaking ● Interact with enjoyment during mealtimes <p>Interact with peers</p> <ul style="list-style-type: none"> ● Use successful strategies to join groups ● Begin to show concern and affection for peers <p>Develop friendships with peers</p> <ul style="list-style-type: none"> ● Play with one or two preferred playmates, starting to diversify friendships ● Be able to name a friend ● Move from parallel to cooperative play 	<ul style="list-style-type: none"> ● Begin to engage with trusted adults in shared interests and experiences ● Usually look at adults when speaking ● Have back-and-forth conversations of a few exchanges <p>Interact with peers</p> <ul style="list-style-type: none"> ● Initiate, join in, and sustain positive interactions with a small group of peers ● Prefer to play with peers rather than alone <p>Make friends</p> <ul style="list-style-type: none"> ● May establish a special friendship with one other child ● Friendships may last a short time 	<p>interests</p> <ul style="list-style-type: none"> ● Accept or request guidance from familiar adults ● Have back-and-forth conversations of several exchanges <p>Interact with peers</p> <ul style="list-style-type: none"> ● Interact cooperatively with groups of 4 or 5 children <p>Make friends</p> <ul style="list-style-type: none"> ● May establish friendships that last for several months
<p><input type="checkbox"/> Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems ● Evaluating ● Reflecting ● Ethical responsibility 	<p>Solve social problems</p> <ul style="list-style-type: none"> ● Express feelings during a conflict ● Seek adult help to solve problems and displays flexibility in trying suggested solutions ● With adult assistance, participates in the “reflect and repair” process ● Begin to identify problems 	<p>Solve social problems</p> <ul style="list-style-type: none"> ● Seek adult help to solve conflicts and displays flexibility in trying suggested solutions ● Begin to suggest solutions to social problems ● Begin to predict possible consequences of actions or decisions with adult support 	<p>Solve social problems</p> <ul style="list-style-type: none"> ● Uses language to suggest solutions to social conflicts ● Predict possible consequences of actions or decisions in everyday situations ● Begin to resolve conflicts with minimal adult intervention ● When adult intervention is required, displays flexibility in trying suggested solutions 	<p>Solve social problems</p> <ul style="list-style-type: none"> ● Uses language to resolve social conflicts by suggesting negotiation or compromise ● Predict possible consequences of actions or decisions in everyday situations ● Resolve conflicts without adult support ● Retell stories of how they successfully solved a problem

Additional material incorporated from:

Ages and Stages: ASQ-SE2: [ASQ:SE-2](#)

CDC: [Milestone Checklist](#)

Help Me Grow MN: [Social & Emotional Milestones](#)

Teaching Strategies: [Our 38 Objectives](#)

Zero to Three: <https://www.zerotothree.org/resources/series/developing-social-emotional-skills#developing-social-emotional-skills-from-birth-to-three>