

## **Can wait patiently when required**

Children should be supported to understand and manage their emotions, develop a positive sense of self, and build confidence in their own abilities. They need opportunities to set simple goals, persevere when faced with challenges, and learn to wait for things they want. With sensitive adult support, children can develop their ability to focus attention, regulate their behaviour, and build resilience.

### **Practitioners can support children by:**

- Ensuring expectations are developmentally appropriate and consistent across the setting.
- Modelling patience by talking through waiting situations and demonstrating calm behaviour.
- Speaking clearly and using language consistently.
- Modelling useful phrases like “My turn” pause “your turn”.
- Observing, acknowledging, and commenting when children have waited, using specific language - “good waiting”.
- Using visual cues such as sand timers or countdown timers to help children understand how long they need to wait.
- Providing opportunities for turn-taking through games, group activities, and shared resources.
- Teaching simple self-regulation strategies, such as deep breathing, counting, or singing a short song whilst waiting.
- Using social stories to help children understand why waiting is important and what they can do while they wait.
- Gradually increasing waiting times to build tolerance and resilience.
- Noticing and talking about children’s feelings. For example: “I can see it’s hard to wait”.
- Supporting waiting and turn-taking, you will sometimes need to start with the adult before introducing other children.
- Giving children gentle reminders throughout the day and reinforce the ‘Golden Rules’.
- Using opportune moments throughout the child’s sessions to practice waiting patiently.

### **Activities, ideas, resources or strategies:**

- Turn-taking games
- Circle time games
- Musical statues or “Pass the Parcel”
- Turn taking opportunities during free play, for example, taking turns with the click clack track, or pushing the car down the ramp
- Model language, and use opportune moments throughout the day to support children waiting patiently. For example, whilst children are waiting to wash their hands for snack, practitioners can say ‘You are waiting patiently’