

EYFS Curriculum Goals	First check point End F1	Second Check point December	Third checkpoint March	Final Checkpoint June	Linked ELGs
<p><b>To care for themselves and others.</b></p>	<p>Children can select and use activities and resources.( with help when needed. )</p> <p>Children can achieve a goal they have chosen, or one which is suggested to them.</p> <p>Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit)</p> <p>Children talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed)</p> <p>Children can talk with others to solve conflicts, sometimes needing adult support</p> <p>Children will be becoming increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Children have developed a sense of responsibility and membership of a community.</p> <p>Children show confidence in new social situations.</p> <p>Children increasingly follow rules, understanding why they are important.</p> <p>Children play with one or more other children.</p> <p>Children have developed appropriate ways of being assertive in their play.</p> <p>Children manage their own needs *toileting *washing hands *drink and snack *coat *socks and shoes</p> <p>Children are beginning to understand how others might be feeling.</p> <p>Children will further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the ‘best’ car and suggesting other ideas.</p> <p>Children see themselves as a valuable individual and can something positive about themselves.</p> <p>Children play with other children extending and elaborating play ideas.</p> <p>Children can talk about right and wrong and the consequences involved.</p> <p>Children are happy to have a go at a task and understand that we learn from mistakes.</p> <p>Children can make healthy choices about food, drink, activity and tooth brushing.</p> <p>Children have built constructive and respectful relationships.</p>	<p>Children can confidently identify and moderate their own feelings socially and emotionally.</p> <p>Children show resilience and perseverance in the face of challenge.</p> <p>Children can talk about and express their feelings and the feelings of others.</p> <p>Children know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</p> <p>Children can think about the perspectives of others.</p>	<p><b>PSED: SR</b> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>PSED: MS</b> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>PSED:BR</b> -Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers</p> <p>-Show sensitivity to their own and to others’ needs.</p>