Early Learning Goals	Learning Objectives	Learning Activities/Experiences
• **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. • **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Can select and use activities and resources with help. Welcomes and values praise for what they have done Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset	Involve children in everyday tasks – changing day/date, taking the register, line leader & shepherd etc Encourage children to help each other find what they need, put on aprons, sort out equipment and tidy away. Praise children for their work/kindness to others (team points) Use peer assessment when judging quality of work Work with adults to take turns and share equipment asking for help as and when required Reinforce correct behaviour – rewards and sanctions Encourage children to express feelings and talk about home and family/holiday news at circle times and informally Talk about good deeds and doing things for others (link to Elves and the Shoemaker) SEAL – 'Say no to bullying' activities NSPCC books Puppet show p8 – remind children of circle time rules (ears to listen, mouth to speak etc) Discuss issues arising from traditional tales e.g. stranger danger – Hansel & Gretel, Bravery (3BGG), Perseverance (Little red hen) etc Encourage children to work with others in different groups and areas, forming new friendships and working together Praise those children who help each other with their coats, getting changed for P.E. , fetching resources etc Express likes and dislikes – take account and respect

	them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	opinions of others Help children to form good relationships with each other, negotiating, listening to each others' ideas etc