

| Early Learning Goals | Learning Objectives | Learning Activities/Experiences |
|--|---|---|
| <ul style="list-style-type: none"> • 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 | <p>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.</p> <p>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</p> | <p>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 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 SEAL – Going for goals. Think of things we are good at and things we would like to get better at. Discuss how we look after our pets and responsibilities to them. Look at the work of the RSPCA and how some people do not care for their animals Talk about the importance of good manners on our trip to the vets and farm: the importance of being quiet and gentle near animals Read Dogger – talk about treasured possessions and how children would feel if they lost one Could he have done things differently? Sport Relief in March – why are we raising money? Are we doing this? Check. What will happen to the money that we raise in school? Encourage children to work with others in different groups and areas, forming new friendships and working</p> |

| | | |
|---|---|---|
| <p>sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> | <p>another child when they realise they have upset 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.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> | <p>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 opinions of others Help children to form good relationships with each other, negotiating, listening to each others' ideas etc. Coats, zips, toileting – more independence of self – care.</p> |
|---|---|---|