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| **EYFS Area of learning** |  | **Where this is found in the curriculum planning/ Assessment Opportunities** |
| **Self-Regulation** | -Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her  -Is developing his/her sense of responsibility and membership of a community  -Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas  -Increasingly follows rules, understanding why they are important  -Does not always need an adult to remind him/her of a rules  -Is developing appropriate ways of being assertive  -Talks with others to solve conflicts  -Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried' | Autumn weeks 1&2, Objective Led Planning/ Observations  Autumn week 1&2, Autumn week 7-People Who Help Us/ Hello Friend, So Much RE – How can you help others?  Autumn week 1&2, Objective Led Planning/ Observations  Autumn week 1&2, Autumn week 6-Oh No George/ Objective Planning.  Objective Led Planning/ Observations  Hello Friend/ Observations  Objective Led Planning/ Observations  Hello Friend – How is the boy feeling? How would you feel in these circumstances? |
|  | -Expresses his/her feelings and considers the feelings of others  -Is able to identify and moderate his/her own feelings socially and emotionally  -Manages his/her own needs | Blue Penguin/ Anna Hibiscus – To articulate how they and others may be feeling using book as discussion.  Objective Led Planning/ Observations  PE, Observations |
|  | -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.  -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; | Objective Led Planning/ Observations  Objective Led Planning/ Observations  Objective Led Planning/ Observations |
| **Managing Self** | -Is showing more confidence in new social situations | Objective Led Planning – Initial Assessments CT/ LSA |
|  | -Sees himself/herself as a valuable individual  -Shows resilience and perseverance in the face of challenge | Clever Sticks – What are you good at?  Clever Sticks and Observations. |
|  | -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  -Explain the reasons for rules, know right from wrong and try to behave accordingly;  -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; | PE, People Who Help Us (Dentist) Very Hungry Caterpillar – Healthy Plate of Food, Healthy Lifestyles |
| **Building Relationships** | -Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting  -Plays with one or more other children, extending and elaborating play ideas  -Is beginning to understand how others might be feeling | Autumn weeks 1&2, Objective Led Planning/ Observations  Objective Led Planning/ Observations  Hello Friend To articulate others may be feeling, using book as discussion starter. |
|  | -Builds constructive and respectful relationships  -Thinks about the perspectives of others | Blue Penguin/ Anna Hibiscus – To articulate how they can be respectful and build relationships, using book as discussion point, So Much  Objective Led Planning/ Observations |
|  | -Show sensitivity to their own and to others’ needs.  -Form positive attachments to adults and friendships with peers;  -Work and play cooperatively and take turns with others; | So Much, RE, Objective Led Planning/ Observations |