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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/ ObservationsAutumn 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/ ObservationsAutumn week 1&2, Autumn week 6-Oh No George/ Objective Planning.Objective Led Planning/ ObservationsHello Friend/ ObservationsObjective Led Planning/ ObservationsHello 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/ ObservationsPE, 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/ ObservationsObjective Led Planning/ ObservationsObjective 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/ ObservationsObjective Led Planning/ ObservationsHello 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 |