Bridekirk Dovenby CE Primary School EYFS Curriculum Goals

Linked to our **whole school** Curriculum Drivers: Community Values Active Adventure Initiative & Independence Possibilities Worldwide

EYFS Curriculum Goals		First milestone	Second milestone	Third milestone	Final milestone	Linked ELG's
Care	To care for ourselves, our community and our environment. *Lessons for the Care strand will be taught from Jigsaw PSHE and myHappymind in line with the rest of school.*	Children can select and use activities and resources (with support when needed). Children will be more outgoing with unfamiliar people, in the safe context of their setting. Children talk about their feelings using words like 'happy, sad, angry, and worried'. Children become familiar with the 'Golden Rules' and can talk about why they are important to keep everyone safe and happy in school. Children will take part in discussions about the Jigsaw poster each week. Children will learn what it takes to solve a conflict between themselves and their classmates. Children will become increasingly independent in meeting their own care needs. Children will begin the 'Smile4Life' program. I can settle in class each morning and talk about how school makes me feel.	Children will be developing a sense of responsibility and membership of the class as part of the school community. Children increasingly follow the 'Golden Rules' in school, only needing little reminders to stay on track. Children engage in play activities with one or more other children. Children will be developing appropriate ways of being assertive in their play. Children will manage their own needs for: -toileting -washing hands -drink and snack -coat -socks and shoes Children are beginning to show understanding for how others may be feeling (empathy). Children will take part in Golden Time assemblies showing support for their friends when they are awarded the jumper. Children will further develop the skills they need to manage the school day effectively: -lining up -mealtimes -unstructured play times perhaps on large playground. I can take part circle time activities talking about different feelings and what makes me feel safe and secure.	Children are able to help to find solutions to conflicts and rivalries. For example; suggesting that not everyone can have the black car and suggesting fair ways to resolve this. (This may require a little adult support.) Children see themselves as valuable individuals and can say something positive about themselves. Children play with other children extending and elaborating on play ideas. Children can talk about right and wrong and the consequences involved. Children can make healthy choices about food, drink, activity and tooth cleaning. Children have built constructive and respectful relationships, with classmates, staff and buddies. Children will develop their understanding of relationships through their work within Jigsaw lessons. I can describe others' feelings and take part in a class discussion around friendship.	Children can confidently identify and moderate their own feelings socially and emotionally. Children can talk about and express their own feelings and the feelings of others. Children know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -sensible amounts of 'screen-time' -having a good sleep routine -being a safe pedestrian. Children can think about the perspectives of others.	**Personal, Social and Emotional Development:** Self-Regulation -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -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. **Personal, Social and Emotional Development:** Managing Self -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Personal, Social and Emotional Development:** Building Relationships -Work and play co-operatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and others' needs.

I can design and talk about a safe place for a living creature.